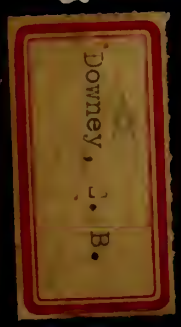


BOSTON UNIVERSITY
GRADUATE SCHOOL

Thesis

THE TEACHING OF FRENCH IN THE PUBLIC AND PAROCHIAL SCHOOLS OF NEW HAMPSHIRE

by

Edmund Buckle Downey

(A.B., Dartmouth College, 1930)

submitted in partial fulfilment of the

requirements for the degree of

Master of Arts

1937

D E D I C A T E D

TO

E.A.C.

Whose inspiration and
interest made this Thesis a
work of pleasure

C O N T E N T S

::::::::::

I INTRODUCTION

The purpose of this thesis is to present an accurate unbiased picture of the teaching of French in the public and parochial schools of New Hampshire and to aid teachers of French and curriculum makers in other states.

In order to organize the data in such a way as to make the presentation clear and effective, and the interpretation unprejudiced, the following methods were used:

1. An analysis of programs of studies and annual work reports from the files of public and parochial instruction for the years 1931 - 1936 inclusive.
2. Classroom visitations in both systems for the purpose of seeing French courses in actual operation and watching immediate outstanding practices in both public and parochial schools.
3. Conversations with supervisors, heads of departments, and teachers concerning problems of the teaching of French.
4. Inquiries by letter form to principals, teachers, supervisors, heads of departments to secure information, not kept on file, such as: a) Articulation b) Extra-curricula provisions c) Texts used (including grammars and collateral material) d) Qualifications in addition to meeting state requirements, e.g., Degrees received, major or minor, extra credits received, years teaching French.

A deep appreciation beyond mere words is expressed for the enthusiastic reception and co-operation received from state and parochial officials, principals and teachers.

II LOCATION

In the state of New Hampshire there are well over 150 public and parochial secondary schools and elementary parochial schools teaching French. So that these schools, scattered throughout the state, may be easily located, five colored maps * are included here which point out the cities and towns in New Hampshire where French is taught.

Map A.

Public Junior High Schools Teaching French

Map B.

Public Senior High Schools Teaching French

Map C.

Parochial Elementary Schools Teaching French

Map D.

Parochial Junior High Schools Teaching French

Map E.

Parochial Senior High Schools Teaching French

As a further guide in locating schools in the two systems an alphabetical list follows:

* Maps were published in blank form.

P U B L I C JUNIOR HIGH S C H O O L S
TEACHING FRENCH IN NEW HAMPSHIRE[1]

1. Concord
2. Durham
3. Franklin
4. Keene
5. Portsmouth
6. Nashua
7. Woodsville

P U B L I C SENIOR HIGH S C H O O L S
TEACHING FRENCH IN NEW HAMPSHIRE

1. Acworth
2. Alton
3. Amherst
4. Antrim
5. Ashland
6. Atkinson
7. Bartlett
8. Bath

[1] Annual Work Reports, New Hampshire State Board of Education, (Concord, N. H. 1931-1936) Unpublished.

9. Bennington
10. Berlin
11. Bethlehem
12. Bristol
13. Bow
14. Canaan
15. Center Strafford
16. Charlestown
17. Claremont
18. Colebrook
19. Concord
20. Conway
21. Dalton
22. Derry
23. Dover
24. Durham
25. East Jeffrey
26. Enfield
27. Epping
28. Errol
29. Exeter
30. Farmington
31. Fitzwilliam
32. Franklin

33. Goffstown
34. Gorham
35. Hampstead
36. Hampton
37. Hancock
38. Hanover
39. Henniker
40. Hillsboro
41. Hinsdale
42. Hollis
43. Hopkington
44. Keene
45. Kingston
46. Laconia
47. Lancaster
48. Lebanon
49. Lincoln
50. Lisbon
51. Littleton
52. Madison
53. Manchester
54. Marlboro
55. Meredith
56. Milford

57. Milton
58. Nashua
59. New Boston
60. New Hampton
61. New Ipswich
62. New London
63. New Market
64. Newport
65. Northwood
66. Oxford
67. Ossippee
68. Pelham
69. Pembrooke
70. Pennacook (Concord Suburb)
71. Peterboro
72. Pittsburg
73. Pittsfield
74. Plymouth
75. Portsmouth
76. Raymond
77. Rochester
78. Sandwich
79. Somersworth
80. Stratfford
81. Sunapee

82. Tilton
83. Troy
84. Walpole
85. Warner
86. Weare
87. Whitefield
88. Wilton
89. Winchester
90. Woodstock

PAROCHIAL JUNIOR HIGH SCHOOLS
TEACHING FRENCH IN NEW HAMPSHIRE

1. Cascades (1) * (Gorham)
2. Concord (2)
3. Exeter (1)
4. Keene (1)
5. Laconia (2)
6. Lebanon (1)
7. Littleton (1)
8. Manchester (12)
9. Nashua (6)
10. Portsmouth (1)

* Figures in parentheses represent numbers of schools.

PAROCHIAL SENIOR HIGH SCHOOLS

TEACHING FRENCH IN NEW HAMPSHIRE

1. Berlin (1)
2. Claremont (1)
3. Concord (1)
4. Dover (1)
5. Goffstown (1)
6. Hooksett (1)
7. Hudson (1)
8. Manchester (6)
9. Nashua (1)
10. Rochester (1)
11. Somersworth (1)

ELEMENTARY PAROCHIAL SCHOOLS

TEACHING FRENCH IN NEW HAMPSHIRE[2]

1. Berlin
2. Cascades (Gorham)
3. Claremont
4. Concord
5. Goffstown
6. Gonic
7. Greenville

[2] Annual Work Report, New Hampshire Parochial School files, 1932-1936

8. Hudson
9. Laconia
10. Lebanon
11. Manchester
12. Nashua
13. Newmarket
14. Pembrooke
15. Rochester
16. Salmon Falls
17. Stewartstown
18. Somersworth
19. Suncook

MAP A
Public Junior High
Schools Teaching French

NEW HAMPSHIRE

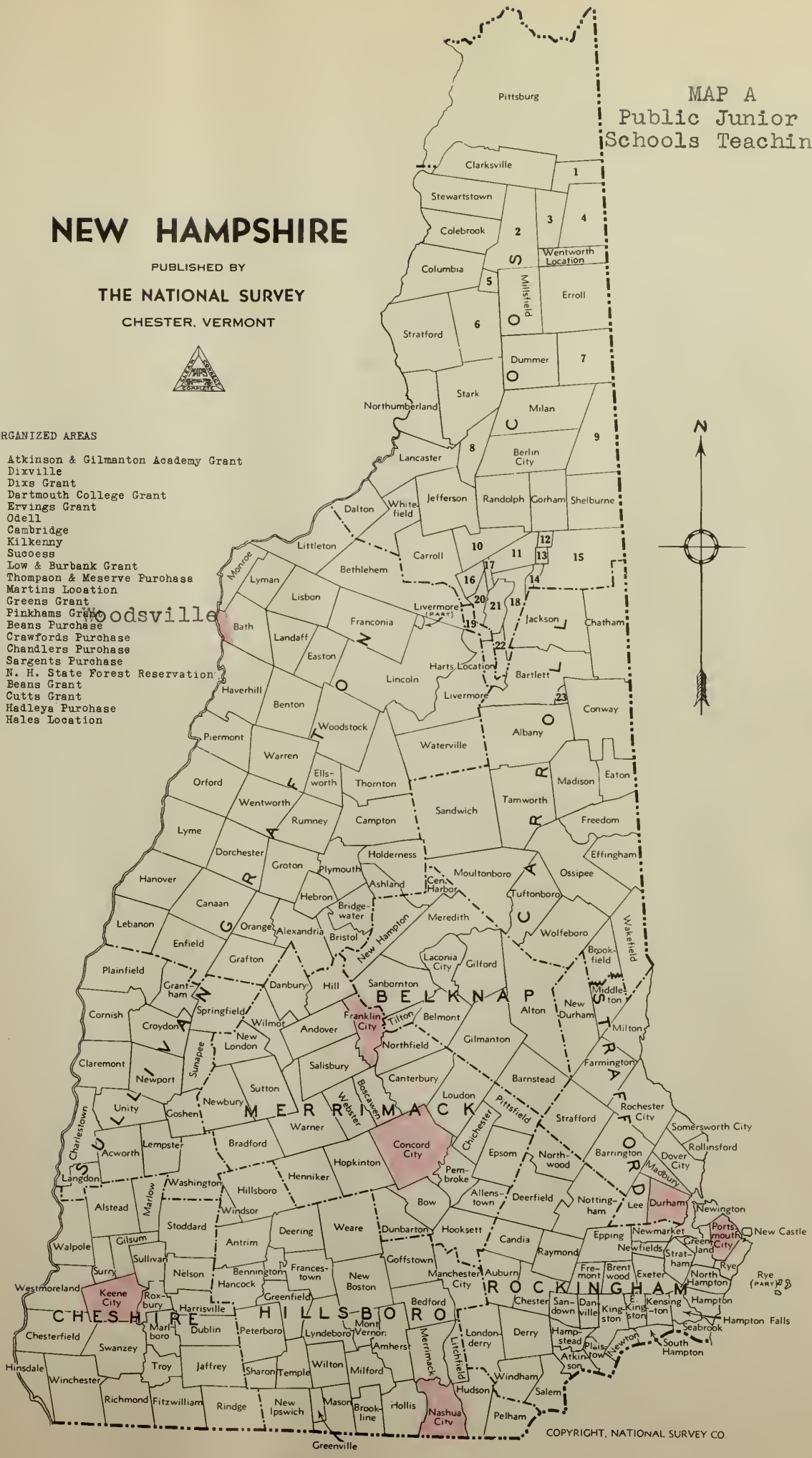
PUBLISHED BY

THE NATIONAL SURVEY

CHESTER, VERMONT

UNORGANIZED AREAS

1 Atkinson & Gilmanton Academy Grant
2 Dixville
3 Dixs Grant
4 Dartmouth College Grant
5 Ervings Grant
6 Odell
7 Cambridge
8 Kilkenny
9 Success
10 Low & Burbank Grant
11 Thompson & Meserve Purchase
12 Martins Location
13 Greens Grant
14 Pinkhams Grant
15 Beans Purchase
16 Crawfords Purchase
17 Chandlers Purchase
18 Sargents Purchase
19 N. H. State Forest Reservation
20 Beans Grant
21 Cutts Grant
22 Hadleys Purchase
23 Hales Location



MAP B

Public Senior High

Schools Teaching French

NEW HAMPSHIRE

PUBLISHED BY

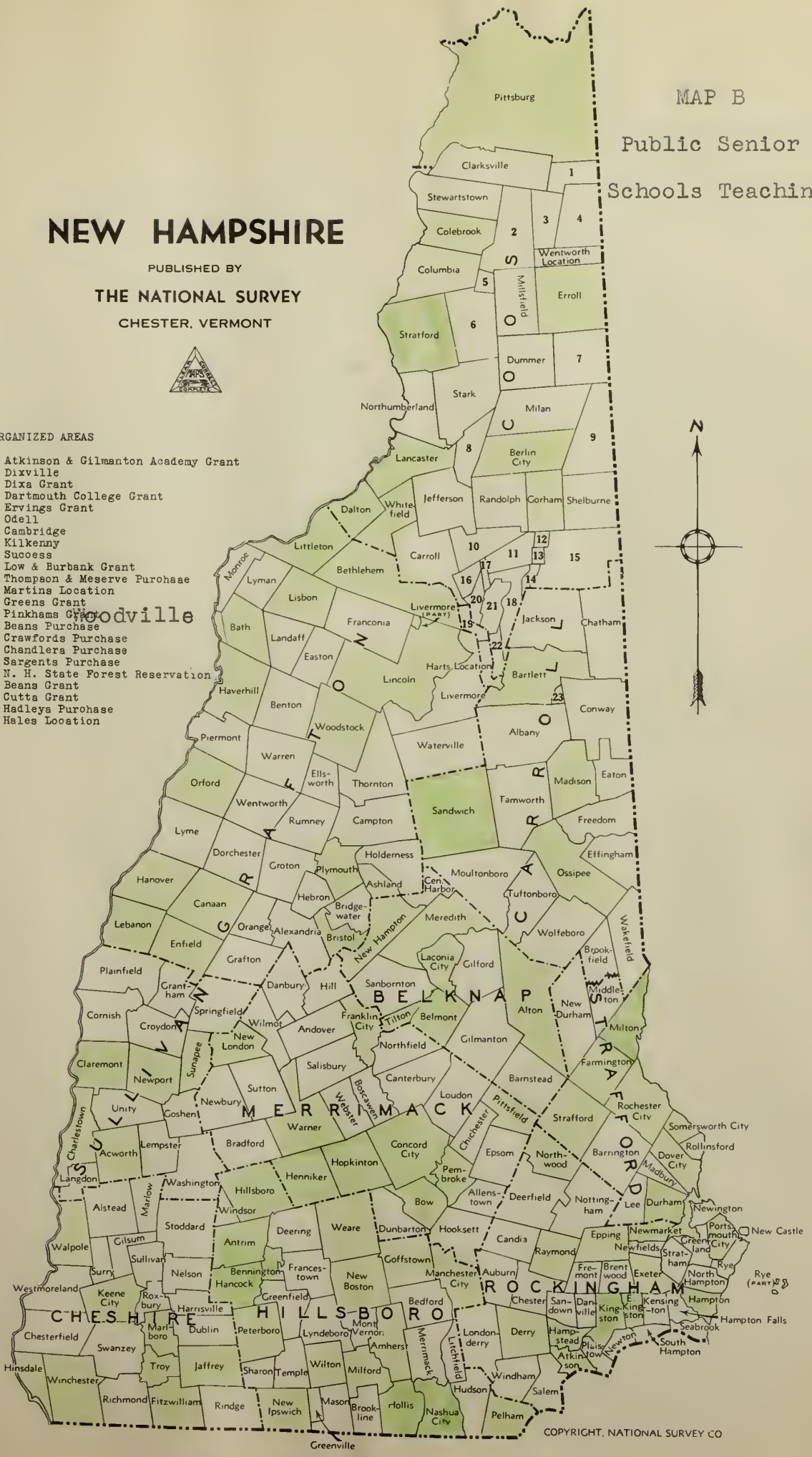
THE NATIONAL SURVEY

CHESTER, VERMONT

UNORGANIZED AREAS

1 Atkinson & Gilmanton Academy Grant
2 Dixville
3 Dixa Grant
4 Dartmouth College Grant
5 Ervings Grant
6 Odell
7 Cambridge
8 Kilkenny
9 Sucoess
10 Low & Burbank Grant
11 Thompaon & Meserve Purohase
12 Martins Location
13 Greens Grant
14 Pinkhams Grant
15 Beans Purchase
16 Crawfords Purchase
17 Chandlera Purchase
18 Sargents Purchase
19 N. H. State Forest Reservation
20 Beans Grant
21 Cutta Grant
22 Hadleya Purohase
23 Hales Location

Woodville



MAP C

Elementary Parochial Schools Teaching French

NEW HAMPSHIRE

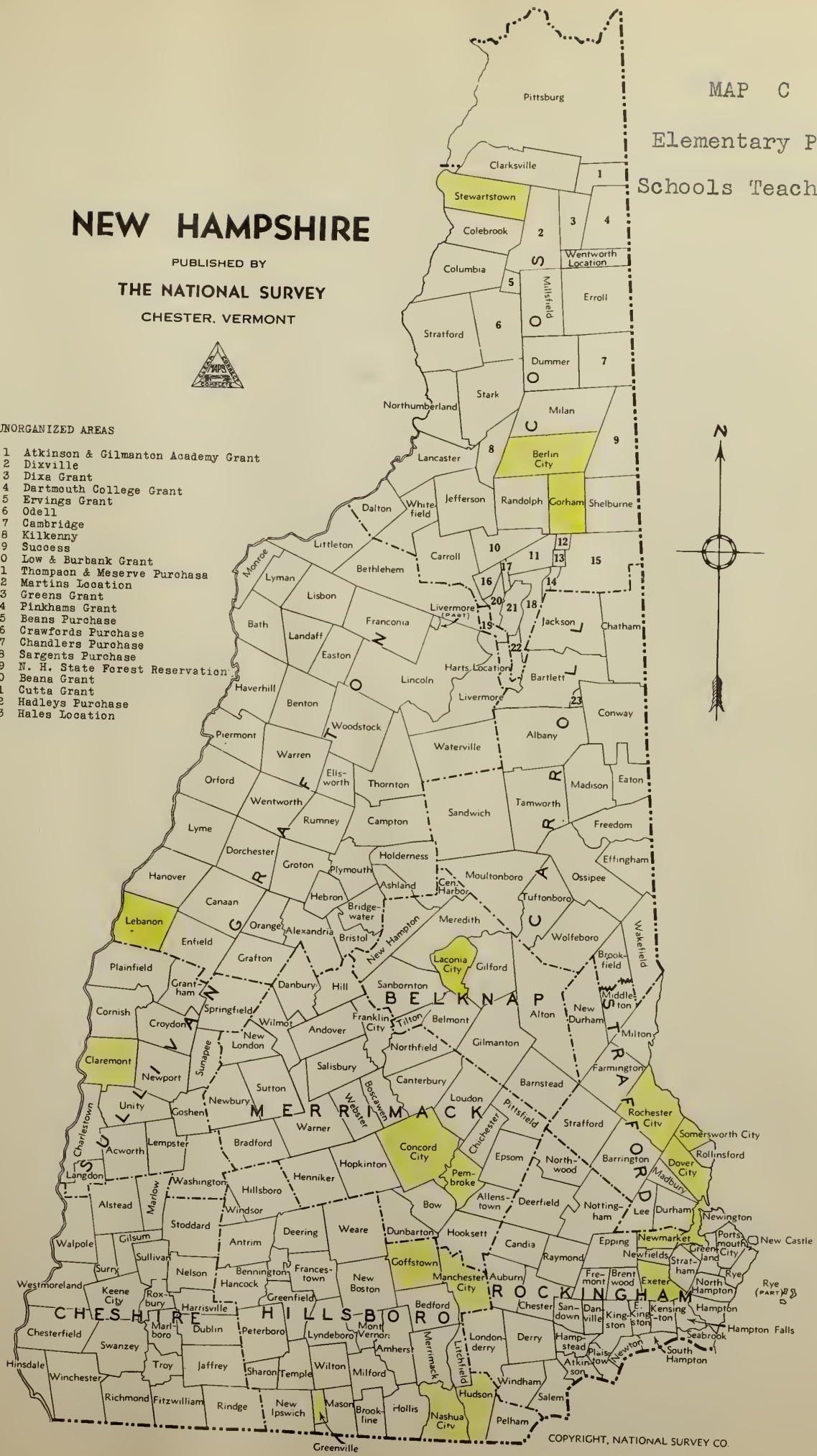
PUBLISHED BY

THE NATIONAL SURVEY

CHESTER, VERMONT

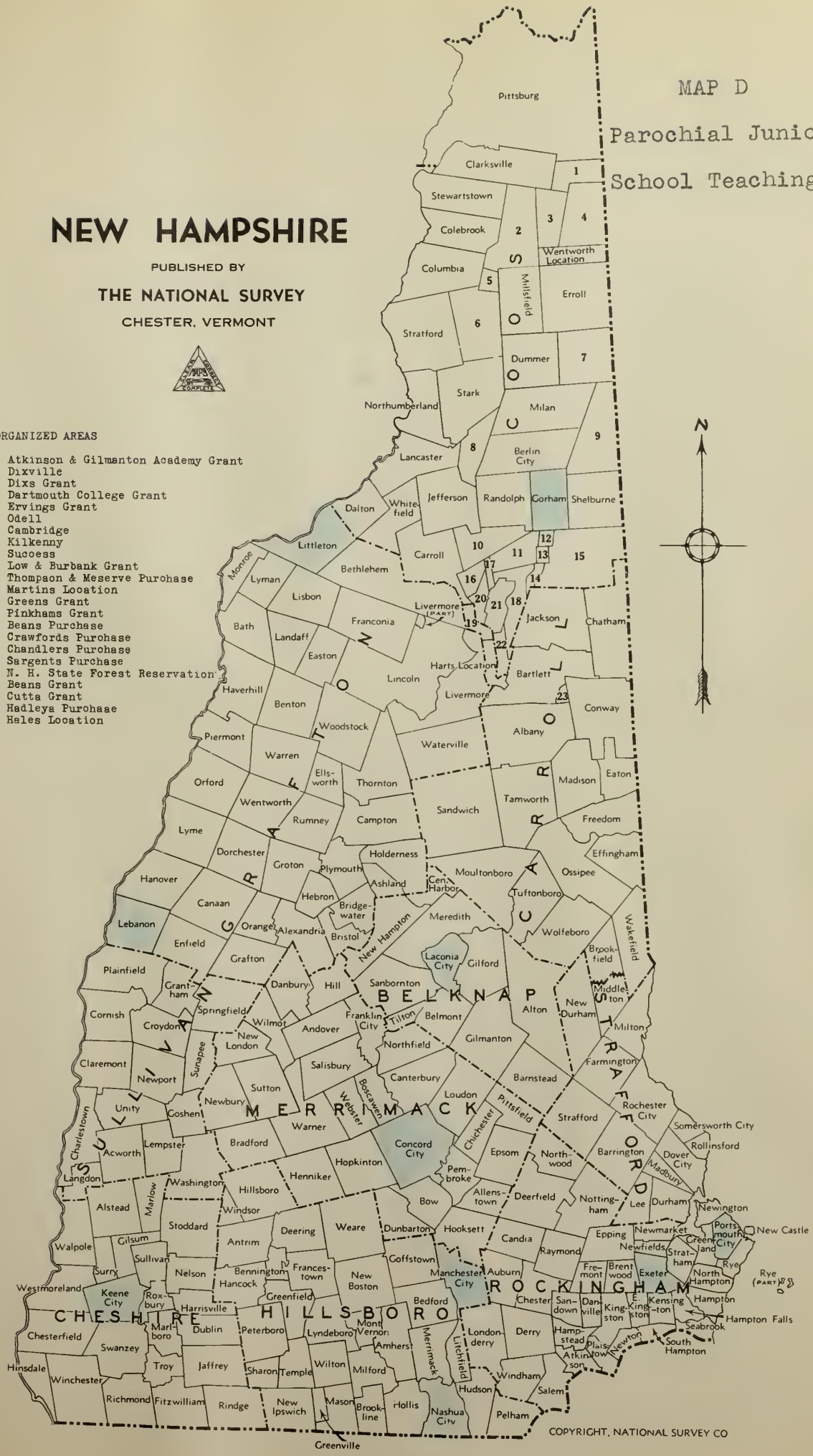
UNORGANIZED AREAS

1 Atkinson & Gilmanton Academy Grant
2 Dixville
3 Dixa Grant
4 Dartmouth College Grant
5 Ervings Grant
6 Odell
7 Cambridge
8 Kilkenny
9 Success
10 Low & Burbank Grant
11 Thompson & Meserve Purchase
12 Martins Location
13 Greens Grant
14 Pinkhams Grant
15 Beans Purchase
16 Crawfords Purchase
17 Chandlers Purchase
18 Sargents Purchase
19 N. H. State Forest Reservation
20 Beans Grant
21 Cutts Grant
22 Hadleys Purchase
23 Hales Location



MAP D

Parochial Junior High School Teaching French



UNORGANIZED AREAS

1	Atkinson & Gilmanton Academy Grant
2	Dixville
3	Dixs Grant
4	Dartmouth College Grant
5	Ervings Grant
6	Odell
7	Cambridge
8	Kilkenny
9	Success
10	Low & Burbank Grant
11	Thompson & Meserve Purchase
12	Martins Location
13	Greens Grant
14	Pinkhams Grant
15	Beans Purchase
16	Crawfords Purchase
17	Chandlers Purchase
18	Sargents Purchase
19	N. H. State Forest Reservation
20	Beans Grant
21	Cutts Grant
22	Hadleys Purchase
23	Hales Location

MAP E

Parochial Senior High Schools Teaching French

NEW HAMPSHIRE

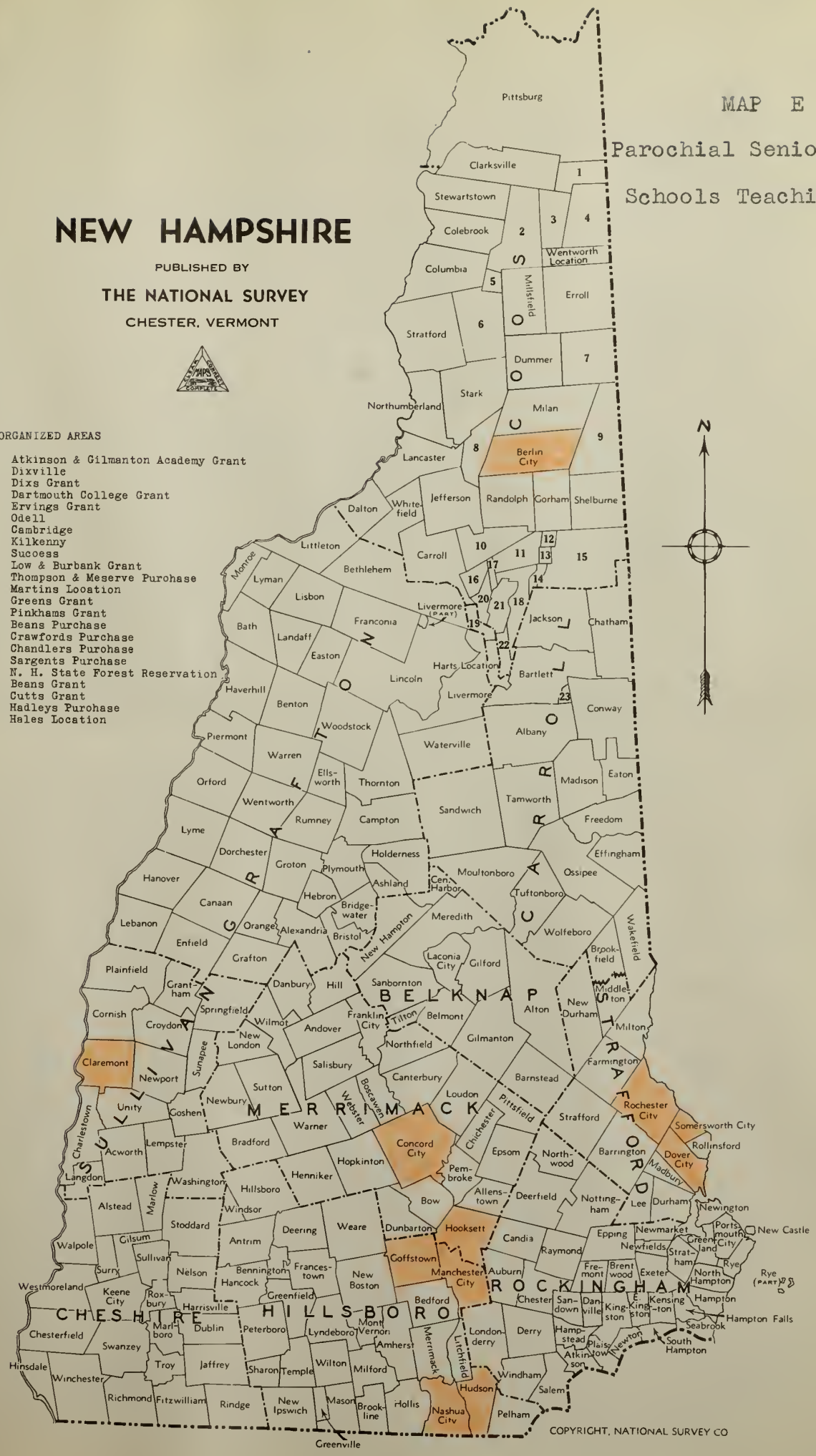
PUBLISHED BY

THE NATIONAL SURVEY

CHESTER, VERMONT

UNORGANIZED AREAS

1 Atkinson & Gilmanton Academy Grant
2 Dixville
3 Dixs Grant
4 Dartmouth College Grant
5 Ervings Grant
6 Odell
7 Cambridge
8 Kilkenny
9 Sucoess
10 Low & Burbank Grant
11 Thompson & Meserve Purohase
12 Martins Location
13 Greens Grant
14 Pinkhams Grant
15 Beans Purchase
16 Crawfords Purchase
17 Chandlers Purohase
18 Sargents Purchase
19 N. H. State Forest Reservation
20 Beans Grant
21 Cutts Grant
22 Hadleys Purohase
23 Hales Location



III ENROLLMENT

The total enrollment in the Public Schools of New Hampshire for the years 1931-1936 inclusive is given below.[1]

1931 - 1932	81,095
1932 - 1933	80,436
1933 - 1934	81,189
1934 - 1935	81,097
1935 - 1936	80,921

For these same years the number of pupils taking French is shown here.

1931 - 1932	6,185
1932 - 1933	6,968
1933 - 1934	7,349
1934 - 1935	6,839
1935 - 1936	7,047

The first table of statistics shows that the total enrollment fluctuates very little from year to year. Over a period of five years, there was a loss of 174 pupils; whereas, the enrollment in French increased steadily with a net gain of 862 pupils.

[1] New Hampshire State Board of Education, Institute Circular, Concord, N. H. (Series 152,153,154,155,156 (Unpublished)

The total enrollment in the parochial schools for the years 1932 - 1936 inclusive is as follows:[2]

1932 - 1933	22,193
1933 - 1934	22,797
1934.- 1935	23,179
1935 - 1936	24,078

For these same years the number of pupils taking French in both elementary and secondary schools is

1932 - 1933	17,232
1932 - 1934	17,340
1934 - 1935	17,400
1935- 1936	17,650

To substantiate and sum up evidence, tables showing relation between total enrollment and number taking French in representative public and parochial secondary schools are given.

[2] Files of New Hampshire Diocesan Superintendent, Parochial School Enrollment, Hooksett, N. H. 1932 - 1936 (Unpublished)

GRAPH A.

YEAR	NO. ENROLLED IN SCHOOL	NO. ENROLLED IN FRENCH
1931-32	233	43
1932 -33	161	76
1933 -34	196	26
1934 -35	202	31
1935 -36	225	42

GRAPH B.

YEAR	NO. ENROLLED IN SCHOOL	NO. ENROLLED IN FRENCH
1931 -32	255	132
1932 -33	246	107
1933 -34	253	117
1934 -35	252	66
1935 -36	255	69

GRAPH C.

YEAR	NO. ENROLLED IN SCHOOL	NO. ENROLLED IN FRENCH
1931 -32	299	82
1932 -33	366	84
1933 -34	348	110
1934 -35	334	97
1935 -36	359	69

GRAPH D.

YEAR	NO. ENROLLED IN SCHOOL	NO. ENROLLED IN FRENCH
Junior High		
1931-32	710	294
1932-33	692	75
1933-34	784	97
1934-35	799	57
1935-36	796	98
Senior High		
1931-32	1257	308
1932-33	1503	364
1933-34	1564	374
1934-35	1583	332
1935-36	1650	317

GRAPH E.

YEAR	NO. ENROLLED IN SCHOOL	NO. ENROLLED IN FRENCH
1931-32	231	113
1932-33	247	91
1933-34	272	95
1934-35	287	70
1935-36	311	78

GRAPH F.

YEAR	NO. ENROLLED IN SCHOOL	NO. ENROLLED IN FRENCH
1931-32	No records	-------
1932-33	68	15
1933-34	51	42
1934-35	23	21
1935-36	22	23

GRAPH G.

YEAR	NO. ENROLLED IN SCHOOL	NO. ENROLLED IN FRENCH
1931-32	No records	------
1932-33	114	61
1933-34	130	68
1934-35	183	79
1935-36	210	113

GRAPH H.

YEAR	NO. ENROLLED IN SCHOOL	NO. ENROLLED IN FRENCH
1931.32	No records	-------
1932-33	151	73
1933-34	204	93
1934-35	218	72
1935-36	230	86

The reason why the parochial school enrollment in French nearly doubles that in the public school can be attributed to the fact that many elementary schools are supported by parishes of French origin, e.g., Nashua alone supports five of these schools.

Statistics given in table form reveal a gain in enrollment in French in the public and parochial schools, but they do not show the increase and decrease from grade to grade during this five year period 1931 - 1936. In order that the reader may obtain a clear picture, eight graphs have been drawn to illustrate this rise and fall in enrollment.

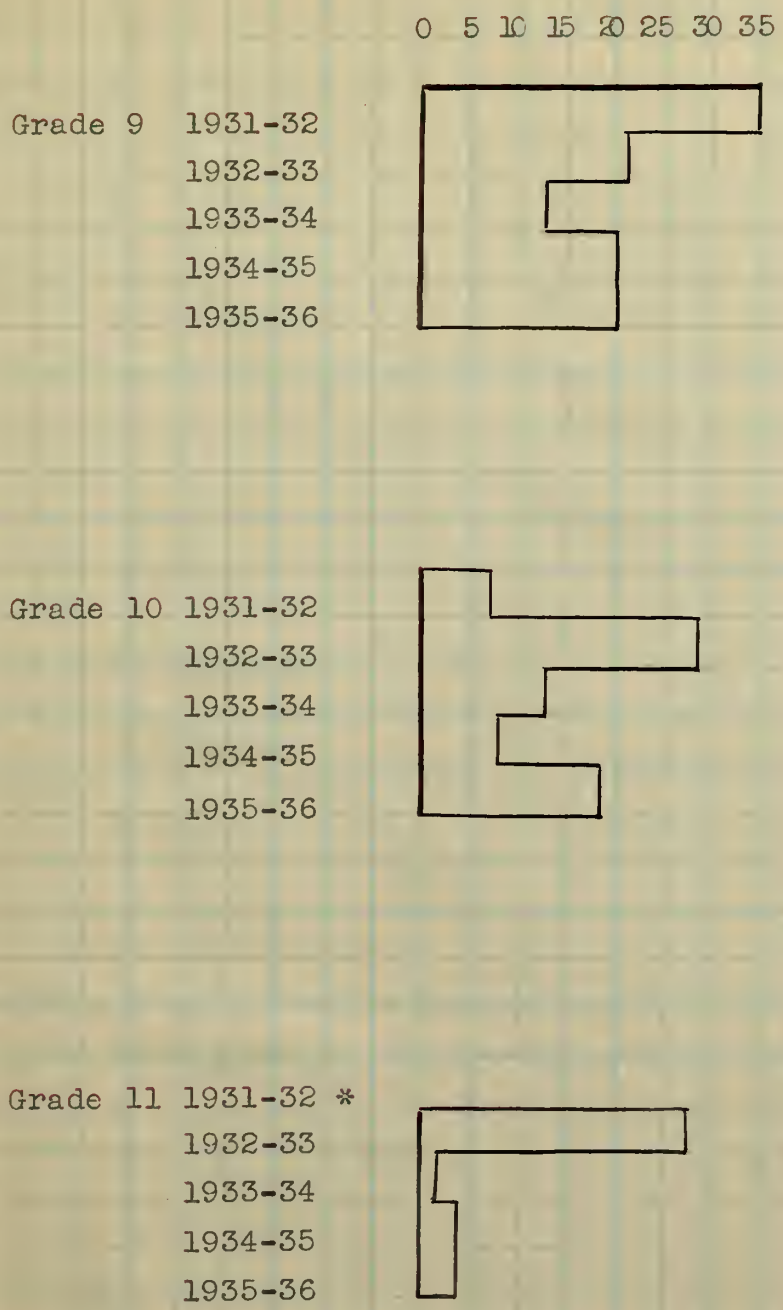
These graphs were made from statistics secured on public and parochial high schools selected as representative high schools with both large and small enrollments. These graphs indicate the grades, the years, and the enrollment in French.

Graphs A, B, C, D, and E. typify high schools of New Hampshire. At a glance, Graph A, a small high school clearly illustrates that in Grade 9 the enrollment in French is greater than that in the two following Grades, 10 and 11. The group electing French in Grade 9, 1932 -33 numbered 22; the next year this group as sophomores in Grade 10, 1933-34 numbered 13; and as juniors 1935-1936, this number was reduced to 4. Graphs B and C representing

two other small public high schools show similar decreases. Since 1935 in the high school in Milford, French is no longer offered in the eleventh year.

Graphs D and E depicting larger public high schools also show decreases from grade to grade. On graph D after the years 1931 - 32 French was not taught in Grade 7. The same is true of other large cities in the state. The outstanding increase in enrollment in Grade 9 on Graph D is due to the influx from surrounding towns, and from parochial elementary schools where no high school is maintained by the parish. On Graph E, French is not offered in Grade 9.

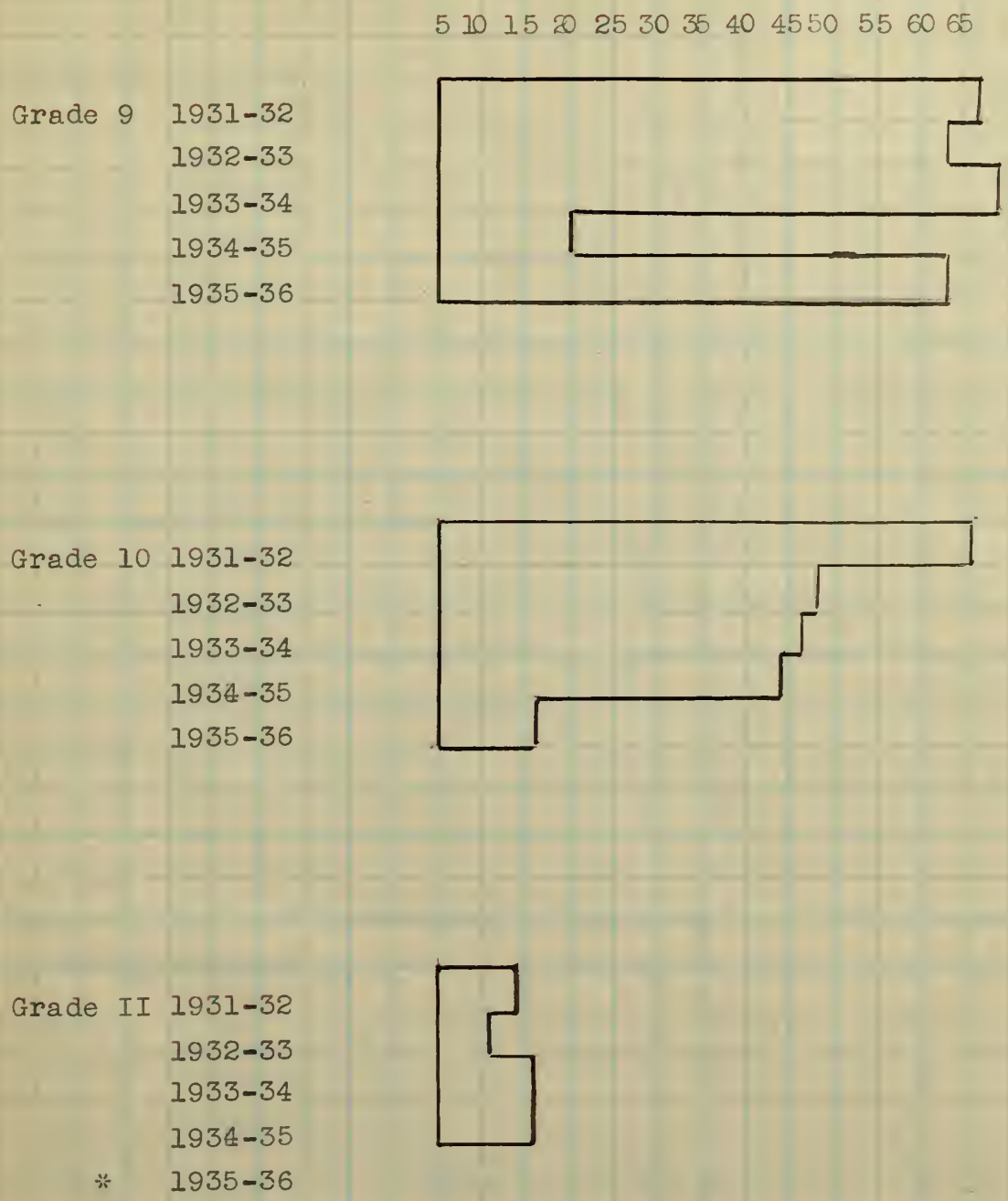
Graphs F, G, and H show three parochial high schools with data on enrollment. The first two graphs, F. and G. represent girls' high schools and H is co-educational.



GRAPH A

New Market, N. H. Public School

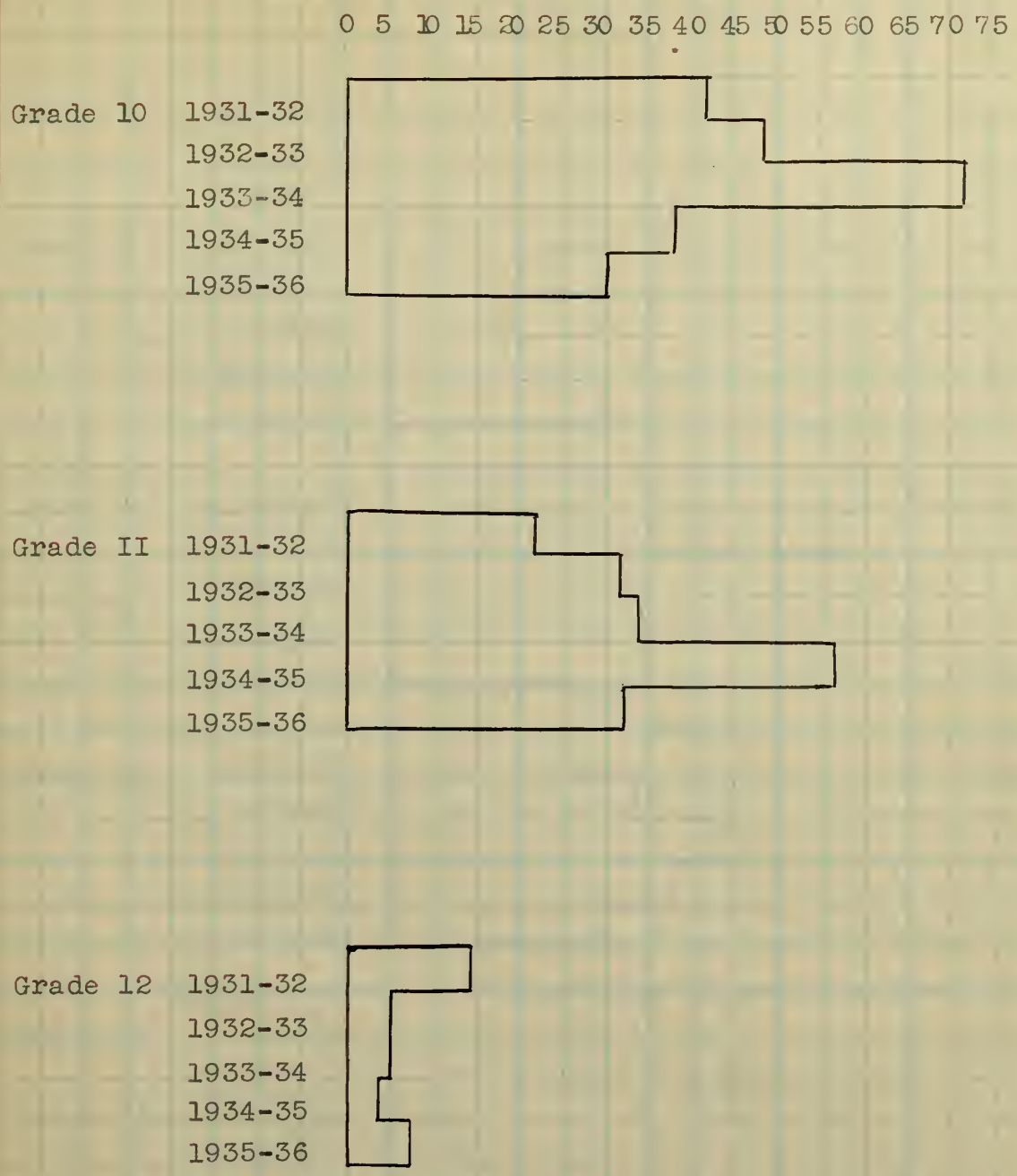
* Not offered



GRAPH B

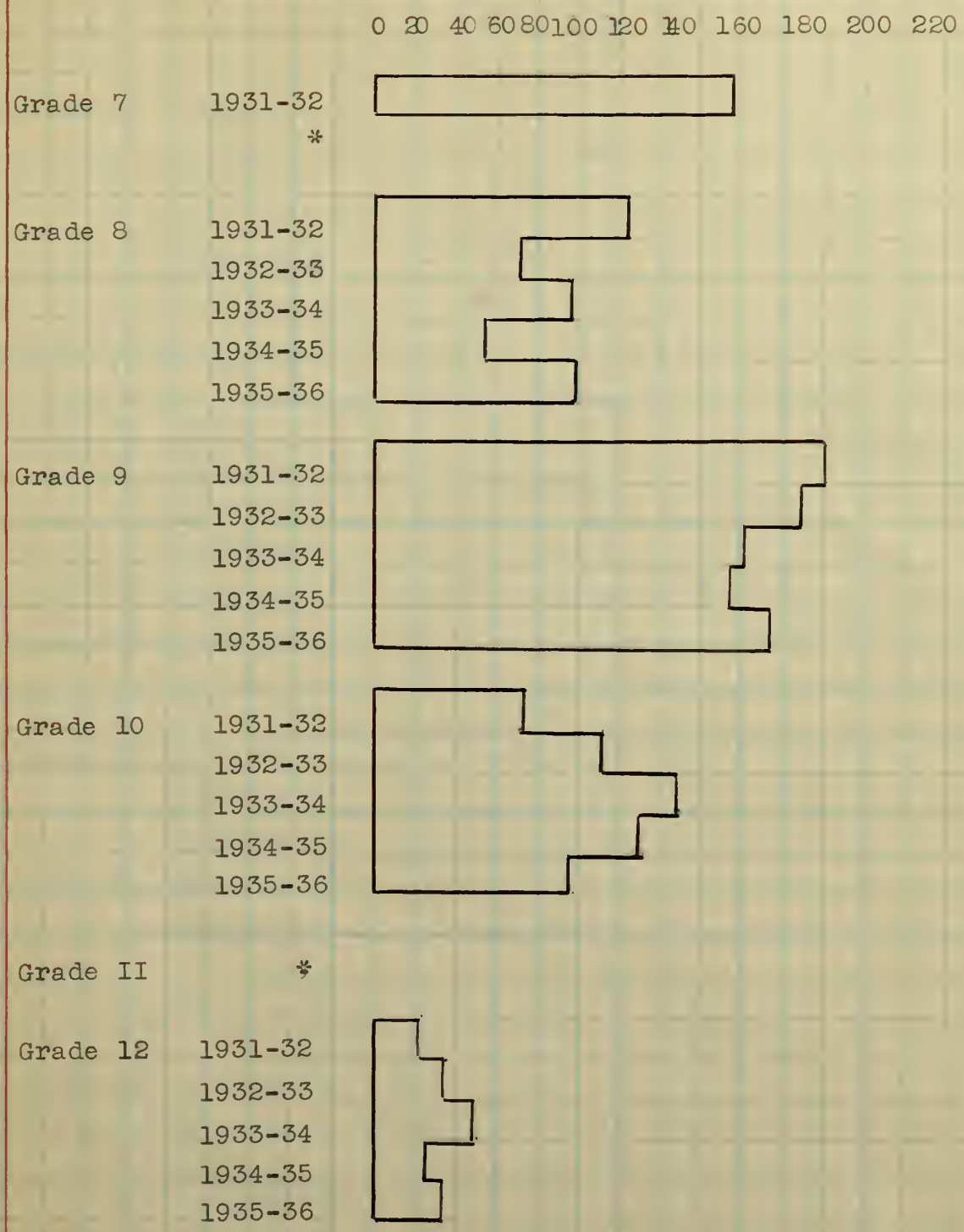
Milford, N. H. Public School

* French not offered



GRAPH C

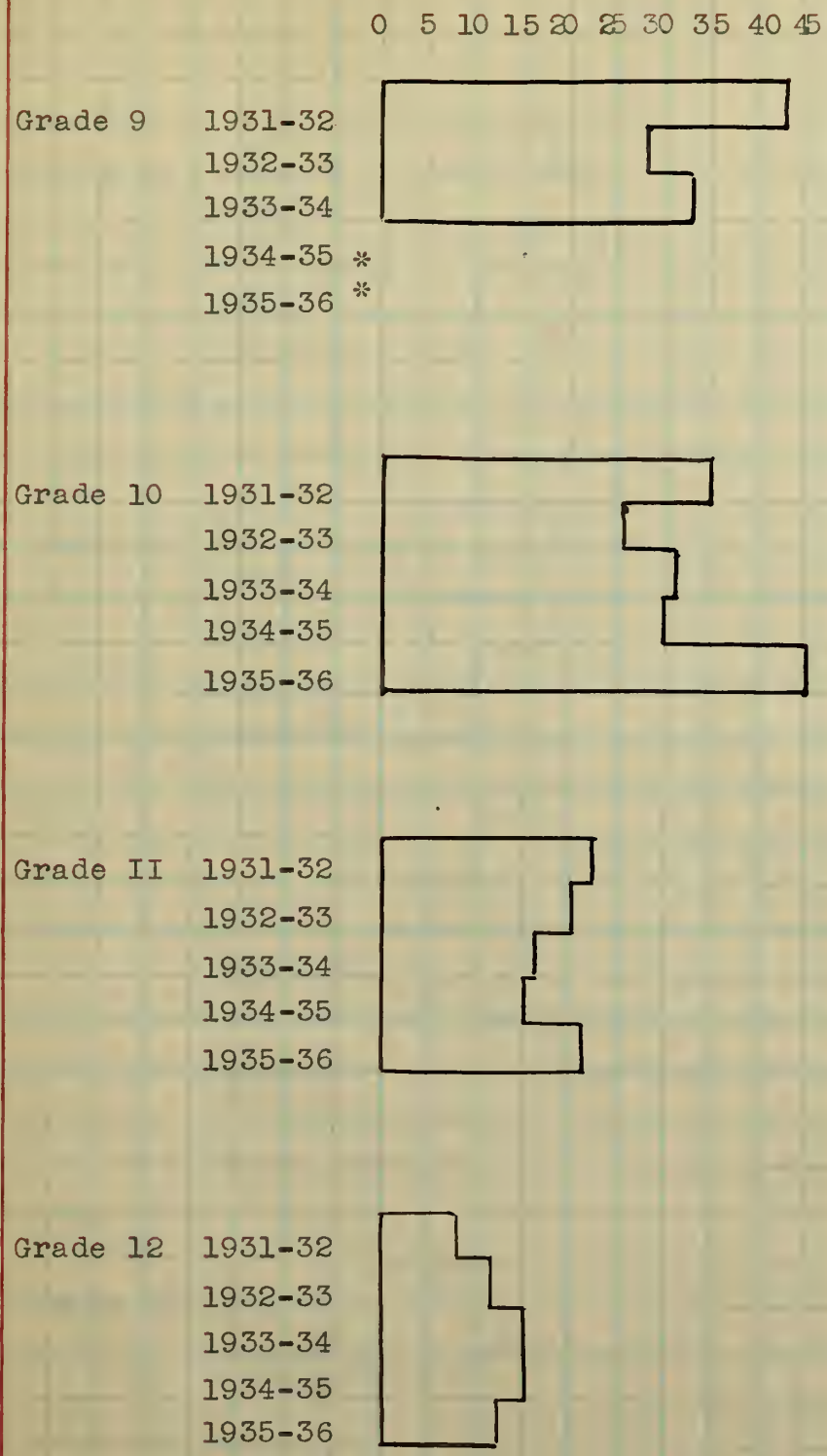
Plymouth, N. H. Public



GRAPH D

Nashua, N. H. Public

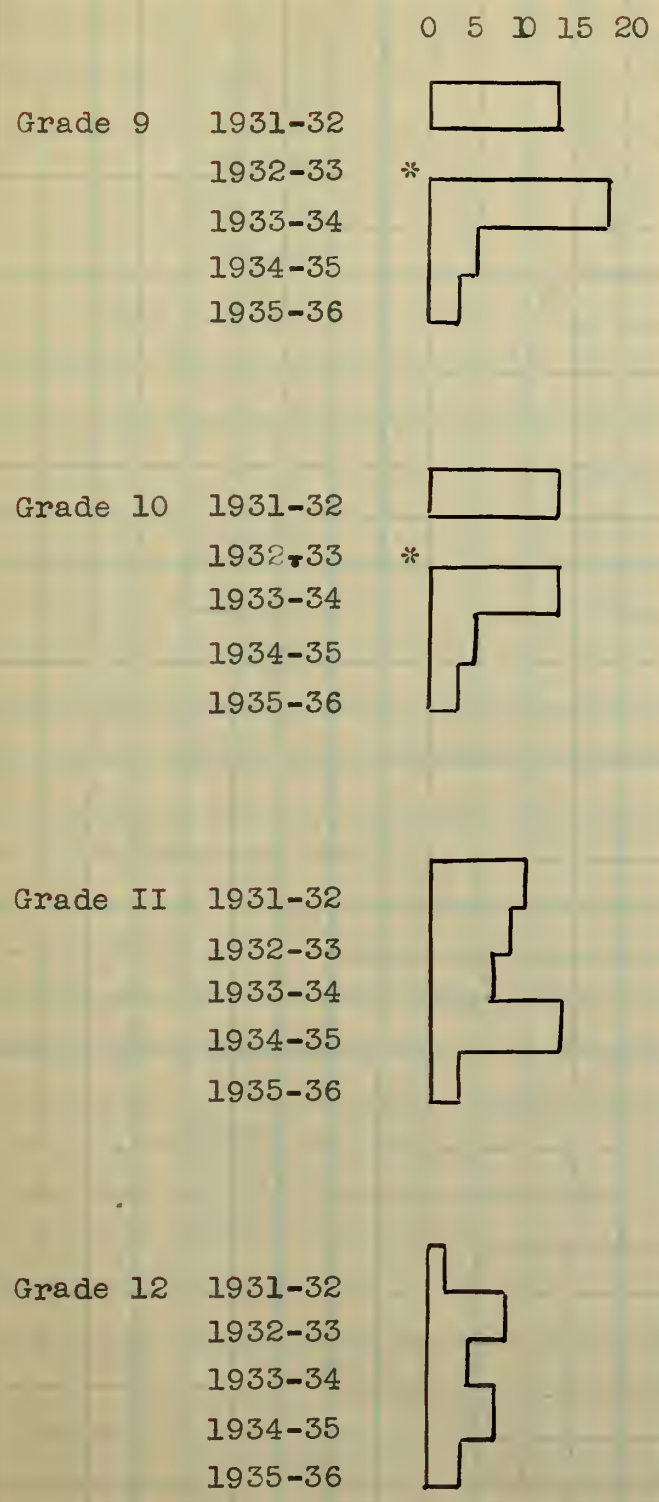
* Not offered



GRAPH E

Newport, N. H. Public

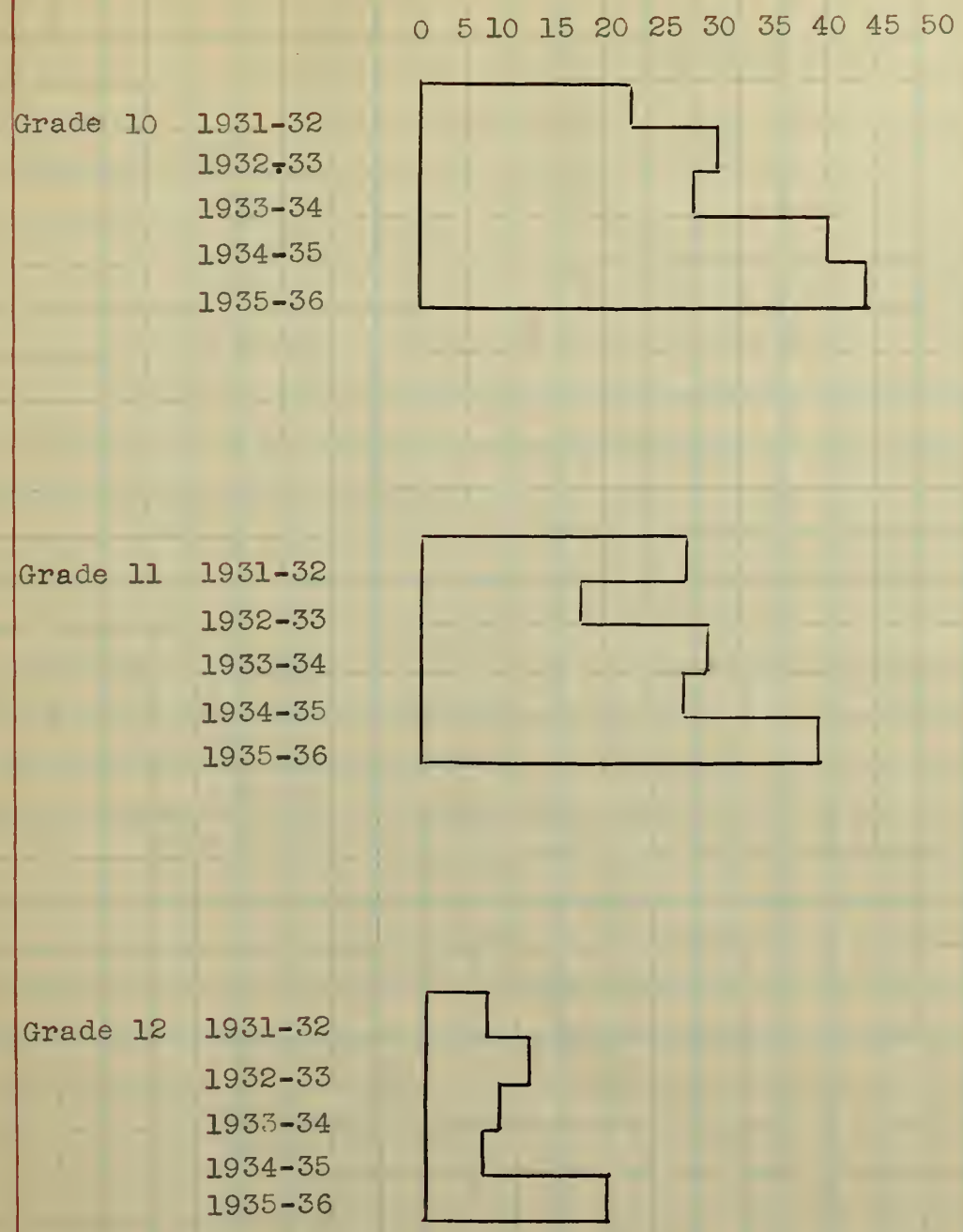
* Not offered



GRADE F

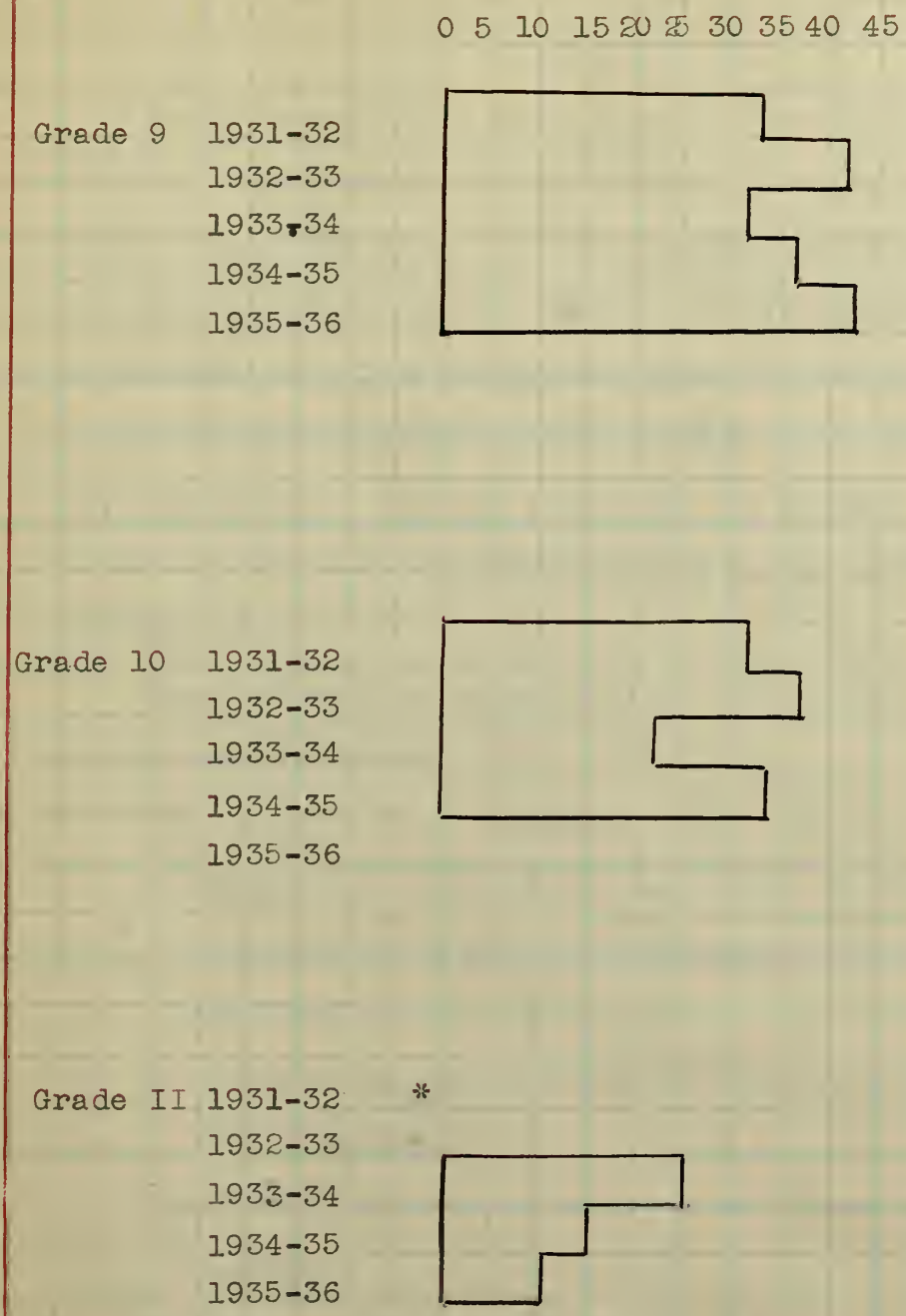
* Not offered

St. Mary's Hooksett, N. H. Parochial



GRAPH G

St. Joseph's High - Girls - Manchester, N.H.
Parochial



GRAPH H

St. John's Concord, N. H. Parochial

* Not offered

IV OBJECTIVES

Before presenting additional information gathered through interviews and visitations, it is appropriate to outline the objectives of the teaching of French in both the public and parochial schools of New Hampshire. French is neither taught below grade seven in the public schools, nor in the parochial schools maintained by an English speaking parish. French is taught in Grades 1 - 6 in all parochial schools supported by people who speak both French and English.

Where French is taught below grade seven, the following objectives are set up. [1]

GRADES 1- 6

1- Ability to understand the sense of the written or illustrated work, through means of oral or mental reading.

2- Ability to enrich one's vocabulary based on the daily lesson.

3- Ability to articulate without resorting to syllabication.

4- Ability to awaken a desire for reading.

5- Ability to find new words.

[1] Parochial Program of Studies, Langue Française, Hooksett, N. H. pp. 6 - 8 (Unpublished)

6. Ability to distinguish primary and secondary characters.
7. Ability to read aloud with assurance and natural expression.
8. Ability to follow work with the eye and not the finger.
9. Ability to gain a knowledge of punctuation.
10. Ability to grasp the thought expressed, and render it in an intelligent manner.
11. Ability to acquire good taste in reading.

In grades seven and eight in both the public and parochial schools the following objectives are:[2]

1. Ability to read simple material in French without translation.
2. Ability to carry on simple conversation in the foreign language, based upon a vocabulary of about six hundred words, relating to daily life and immediate environment.
3. Ability to understand spoken French in which an elementary vocabulary is used.
4. Ability to write a connected passage in French from dictation.

[2] New Hampshire Program of Studies, State Board of Education, (Concord, N.H. 1924) Fourth Edition - Part II pp. 33, 34.

5. Ability to write French in its simpler forms, and to control written expression by an application of elementary principles of grammar.
6. An acquaintance with the most important phrases of French life, customs and manners within the comprehension of pupils in early adolescence.

In grades nine to twelve inclusive the objectives are:[3]

1. Ability to read with increasing ease, material adapted to the pupils' interests and mental level.
2. Ability to pronounce correctly, to understand, and to use the language orally within the limits of class materials.
3. Ability to write the language within the limits of class materials.
4. A knowledge of French and a special interest in the life and characteristics of the French people.
5. A knowledge of the general character of French and its relationships with English.

[3] New Hampshire Program of Studies, State Board of Education (Concord, N.H. 1929) Fourth Edition Part III pp. 50 - 51

From personal experience and constructive discussions with teachers of French, it is suggested that many of the objectives outlined in the parochial school program, grades one to six could be advantageously added to the program in grades seven and eight in the public school. They could be placed in any program of studies and given recognition by curriculum builders.

V METHODS.

A study of data for the years 1931 - 1936 inclusive in over one hundred junior and senior high schools was made from work reports[1] which indicated the methods used by teachers of French in the Public Schools of New Hampshire. The methods employed by teachers in both systems were indicated as follows:

(a) Grammatical

(b) Translation

(c) Direct

It was found that 2 schools worked with the grammatical method, exclusive of all others; none the translation method; 19, the direct method; 9, a combination of the grammatical and translation; 16, the grammatical and direct; 6 both translation and direct; 58, a combination of all three methods.

Findings prove that the employing of all three methods is most widely accepted. With additional facts gathered from outstanding schools, teachers, and discussions, an almost unanimous agreement is reached in the use of the combination of all three methods, i.e. the grammatical, translation, and direct.

[1] Annual Work Reports, New Hampshire State Board of Education, (Concord, N.H. 1931 - 1936) Unpublished.

P H O N E T I C S

The teaching of phonetics in New Hampshire, as in many other states, has caused and still is causing many discussions, pro and con. A large majority of outstanding authorities on the teaching of French agree that the successful teachers recognize the advantages of the use of phonetics. Their opinions are summed up in the following:

1. It is the quickest method of insuring good pronunciation.
2. It is so definite that it enables pupils to pronounce new words without the aid of the teacher.

As an aid to teachers, who are using the phonetic method with varied success and to others who hesitate to depart from their accustomed procedure, the following information is given with the hope that their problems will be lightened and their fears calmed. This knowledge was obtained from teachers who are staunch advocates of phonetics, and who are enjoying success in teaching the science of sounds in New Hampshire.

Phonetics is always taught indirectly, <u>never directly</u>, to beginners in reading, and serves only as an aid to all satisfactory methods used by the teacher. When the pupils learn the usefulness of sounds and articulation in reading, and realize that symbols aid them in pronouncing new words,

they will strive all the more to read by themselves. A love of reading will be created and cultivated within the pupils, along with a desire to learn how to read.

These points must be remembered when teaching phonetics.[2]

1. It is taught separately from the reading.
2. It is always taught after the pupil gets the thought from the printed page.

The best results will come by devoting a systematic time allotment to the teaching of phonetics apart from the reading lesson.

After careful drills are given on fundamental parts, such as, sentences, prepositions, and words, the teaching of sounds by phonetic method begins. Then the conventional name of the letter is taught. For example in the study of words: As soon as the pupils master the words of a sentence, they reproduce these in other sentences. From these words the pupils are taught sound and lastly the conventional spelling.

Many classes were visited at which time the actual teaching of phonetics was observed. The results in many

[2] Parochial Program of Studies Langue Française Hooksett, N. H. p. 3 (Unpublished)

classes were successful. Suggestions for phonetic procedure that were seen in these classes are summed up here.

1. Select words from completed readings which have similar consonants.

2. Write or print on the blackboard ten or more words chosen from the pupil's text which begin with the letter m and underline this symbol with colored chalk.

3. Collect words beginning with indictated initial sounds.

4. Place a list of known sounds on the board. Fix a sound and ask the pupils to make a list which calls for the repetition of the sound.

5. Have a pupil give words with the same sound. If successful he asks his class mates for other words like the sample one.

6. Let pupils form words by adding prefixes to given words.

WRITTEN FRENCH

The social demands of etiquette in every day life make it expedient to teach pupils how to write "Thank-you" letters for gifts received at Christmas and on birthdays, "Bread-and butter" letters, notes of invitation, acceptance, and declination. These letters involve teaching of headings, beginnings, endings, and addresses. Provisions are made for the writing of these letters and notes at the end of elementary grades in parochial schools and in the tenth through

the twelfth years of the secondary public schools.

VOCABULARY STUDY

It is futile for a teacher to have pupils acquire a vocabulary built along the lines of a dictionary. A working vocabulary should be limited to practical words, isolated and new. The former are those designated to names of objects within the pupil's capacity; the qualities the pupil discovers in familiar objects; the actions carried on about him, and the different way in which these actions are executed. These are the types of words one must teach the pupils. New words are discovered in grouping the expressions or objects by analogy.

Another source for vocabulary building is through explanation of words found in the reading lesson. Every new word should be carefully taught and its meaning made clear. As a final check the dictionary should be referred to.

Many teachers today learn methods of vocabulary building through experience and experience only, despite volumes of material on procedures. A simple procedure, based on reading, which involved definite learning in the acquiring of words was seen carried out in this manner. Pupils were given vocabulary notebooks outlined in this way.

SEPTEMBER

NEW WORDS	MY DEFINITION	THE DICTIONARY'S

In the first column pupils enter the new words which they have met. In the second, their own from the way it is used in the sentence. In the third, they write the definition they find in the dictionary, and then check their own.

SILENT READING

This phase of French teaching has been the watchword of foreign language classes. Too much reading has been taught with translation. Bitter experience has taught teachers to use translation as a last resort.

The devices that follow are given so that teachers can avoid translation in reading.[3]

1. Oral and written answers in French based on the material read.
2. Questions framed by pupils on passages read.
3. Brief résumés in French on the content of the paragraph read.
4. The use of synonyms and antonyms.
5. The acting out of the meaning of certain words and passages.
6. Reproduction by a change of person or tense.
7. Illustration of meaning by the use of pictures.

[3] New Hampshire Program of Studies, State Board of Education, Concord, N.H. Fourth Edition Part II p. 38

A model silent reading lesson as observed in Grade III in the Parochial school proceeded in the way suggested below.[4]

(a) Préparation.

1. Intérêt suscité: "Aujourd'hui, dans notre livre, nous verrons l'histoire d'une personne qui--------- Lisons l'histoire silencieusement et cherchons ce que---"

2. Examen des mots nouveaux.

3. Intérêt continué: Où allons-nous en venir avec cette histoire?

(b) Lecture silencieuse:-

Ces questions d'intérêt éveillent la curiosité des élèves et leur font désirer la lecture d'une phase de la scène. Dès que se rencontre la réponse à l'une de ces questions, il faut suspendre la lecture. Si les élèves ne peuvent vaincre les difficultés d'un passage renfermant une réponse des questions additionnelles diviseront la matière et la rendront résoluble. Il sera bon de porter secours aux élèves embarrassés, durant la lecture silencieuse.

[4] Parochial Program of Studies, Langue Française, Hooksett, N. H. pp. 12-13 Unpublished.

(c) Examen de la lecture silencieuse, les livres étant fermés.

Qu'est-ce-------? Comment----------?

Qui ----------? Pourquoi fut-------?

Ouvrez votre livre et lisez. (On ferme le livre).

Qu'est-ce-------? Qui.....----------? .

Qui aimerait jouer le rôle de----------?

(Un groupe d'élèves se partagent les rôles)

Quelle espèce de petite fille était----?

Quelle espèce de dame était----------?

Lisez le passage qui justifie votre réponse.

Qui voudrait lire ce que-------a dit quand-----?

Qu'a dit---------?

Trouvez les mots qui nous apprennet ce que-------

a dit quand-----?

Croyez-vous qu'ils étaient heureux?

Lison plus loin et voyons.

(d) Continuation de la leçon:-

Ce premier exercice terminé, la leçon sera lue oralement, par parties, puis dramatisée.

The teacher then gave this information on what she planned for the next day which was:

(a) Review of the story

(b) Pronunciation exercises and interpretation of different words.

For the pupils who intend to continue French and further their studies in that language these general pedagogical principles are insisted upon.[5]

1. Go from the particular to the general.
2. Insist upon examples rather than rules.
3. Draw up a general rule before learning the formula.
4. Commit the formula to memory after a series of applications.
5. Additional written and oral application, more practice than theory.
6. Cultivate the habit of applying the rule naturally, with little effort.
7. Use the text as a memory aid and to supply needed exercises.

[5] Parochial Program of Studies, Langue Française Hooksett, N. H. p. 55 Unpublished.

DICTATION.

Dictation plays a very important part in the teaching of any foreign language. State and local programs are emphasizing its value in language study; yet very little printed matter is given to teachers on pedagogical methods to achieve this phase of learning. Everything is left to the teacher's own discretion and ability. In many incidents the results are chaotic. Dictation is an art in itself and should not be left to the ingenuity of the teacher. Some guidance other than given values are necessary.

It would be helpful to outline what some teachers are doing along this line of language teaching.

OBJECTIVE (ULTIMATE)

To teach the pupil to word correctly, according to language laws, the thoughts of the mind.

PEDAGOGICAL DIRECTION:

1. Never dictate what the pupils are not capable of doing.
2. For the first two years of French, the dictation lesson should be previously prepared and studied.
3. Select materials of literary value.
4. Give occasionally a series of detached sentences which will sum up the vocabulary and grammar lessons.

5. Take the dictation from the pupils texts or mimeograph it. Never put it on the board.
6. Read the passage and explain it from the standpoint of reason and unknown words.
7. Explain words whose grammatical constructions are unknown.
8. Point out peculiar spellings, punctuation, etc.,
9. Review rules contained in the dictation exercise.
10. Dictate with punctuation to beginners. The more capable pupils will place their own marks of punctuation from the intonations.
11. Reread the whole passage through at once. Never repeat sentences separately.

OBJECTIVES (IMMEDIATE)

1. To familiarize the pupils with the difficult spellings of everyday words.
2. To control spelling according to rules.

"Tant vaut le maître, tant vaut la méthode"

It is the patience and skill of the teacher that one must count on in the teaching of languages.

Most teachers have patience, but their skills could be greatly improved if the observations made in teaching French to beginners in French parochial schools were put

into practice. We must realize that the pupils beginning French in the seventh, eighth, or ninth grades must be taught the way beginners are taught in the lower grades. From my own personal observations many of these good practices could well be effected in teaching French in the secondary public school system.

VI ARTICULATION

School law in the State of New Hampshire does not require vertical and horizontal articulation, but the State Board strongly recommends its practice through the administration of its schools. This is necessary because the problems of articulation are closely related to administration and may be summed up as follows:[1]

1. Those arising because of faulty school organization.
2. Those caused by faults of administration and supervision.
3. Those pertaining to curriculum and instruction.
4. Those resulting from faulty training, misunderstanding, lack of sympathy, and poor co-operation of teachers.

[1] Engelhardt, F., Ph.D., and Overn, A.V., Ph.D., "Secondary Education, Principles and Practices (D. Appleton-Century Co., 1937) p. 120

In New Hampshire administration is carried on in territorial divisions called unions under the supervision of superintendents. These unions may include several towns or a large city. The state board through its commissioners, agents, and superintendents makes articulation in foreign language teaching effective in the following manner.[2]

1. Principals must acquaint themselves with teachers, buildings, purposes, and procedures.
2. At least two departmental meetings are held each year.
3. Accumulative personal records of pupils, in and out of school, must be exchanged.
4. Teachers have to meet to consider objectives.
5. A standing curriculum committee is formed to secure integration and continuity.
6. Programs presented by junior and senior high schools are exchanged.
7. A careful system of guidance is set up.
8. Visits are made to classes in other buildings.
9. Pupils explain French course offerings to pupils in lower grades.
10. Descriptive pamphlets are distributed.

[2] Standard Program of Studies, State Board of Education, Concord, N. H. Fourth Edition. Part I Administration. (1935) pp 84-85

In a school system such as the parochial where the supreme authority is vested under one head; where conflicts between the constitutional rights of towns, cities, and state boards are nil; and where a course of study like French begins in Grade I, vertical and horizontal articulation is bound to be functional and carried out to completion without any delegating.

The provisions for articulation in these schools are similar in every detail to those of the public schools and are set up and followed by both the elementary and secondary systems.

VII CURRICULA PROVISIONS

The Standard Program of Studies recommended for the Public Schools of New Hampshire sets up the following requirements for all curricula.[1]

"In order to insure desirable concentration and distribution, standards provide that pupils completing any curriculum in the secondary school shall have two majors of three units each and one minor of two units. This makes possible distribution of work in the other eight units required for graduation.

"In exceptional cases, to meet the peculiar needs of some individuals, a wider distribution may be necessary. The headmaster, or a thoughtful teacher designated by him, after careful study of each individual case, should determine whether such necessity actually exists.

Majors and minors may be selected from the following fields: English, foreign languages, mathematics, social science, science, commerce, home economics, industrial arts, or trades and industries, art, music, agriculture."

Standard Program of Studies, State Board of Education, Concord, N.H. Fourth Edition, Part I Administration (1935) pp. 30 - 31.

" The place of French in the Junior High Program of Studies is shown below.[2]

GRADE VII

"Standards provide for five units and work in B and C Subjects for each year.

	Per Week Days	Per Week Periods	Unit Credit
History, Civics and Current Events	4 or 5	4 or 5	1
French or Latin or Commercial Geography or Business Forms and Related Arithmetic or Elementary Agriculture	4 or 5	4 or 5	1
English	4 or 5	4 or 5	1
Review Arithmetic (9 weeks) and Concrete Geometry (27 weeks)	4 or 5	4 or 5	1
Elementary Science	3	3)	
Manual Training (boys), Cooking and Sewing (girls)	2	(4)	1

B and C Subjects, 5 periods a week.

This work is to include:

Music (1 period) in addition to the music in the opening exercises. Assembly (1 period) Drawing (1 period) Physiology and Health Habits (1 period) Commercial Geography (1 period) for these pupils who do not take Commercial

[2] Ibid pp. 29-30

	Per Week Days	Per Week Periods	Unit Credit
Geography as a unit course in Grade VII	4 or 5		
TOTALS	27 or 32		5

GRADE VIII

Standards provide for five units and work in B and C Subjects for each year.

	Per Week Days	Per Week Periods	Unit Credit
History, Civics, and Current Events	4 or 5	4 or 5	1
French or Latin or Elementary Bookkeeping or Elementary Agriculture	4 or 5	4 or 5	1
English	4 or 5	4 or 5	1
Concrete Algebra, (4 days) 4 Periods) and Arithmetic (1 day, 1 period)	5	5	1
Elementary Science	3	3)	
Manual Training (boys) Cooking and Sewing (girls)	2	4	1
B and C Subjects, 5 periods a week. This work is to include: Music (1 period) in addition to the music in the opening exercises, Assembly (1 period) Drawing (1 period) Physiology and Health Habits (1 period) for those pupils who not take Commercial Geography as a unit course in Grade VII	4 or 5		
TOTALS	28 or 32		5

In Grade 9 - 12 the following is the recommended curriculum for pupils previously interested in foreign language.[3]

GRADE IX	Days	Periods
English	5	5
French I	5	5
Physiography	5	5
Junior Business Training	5	5
GRADE X		
English	5	5
French II	5	5
Biology	5	7
Algebra, Elementary Course, Part I	5	5
GRADE XI		
English	5	5
Economics or Physics	5-5	5-7
Latin I	5	5
French III	5	5
GRADE XII		
English	5	5
United States Constitutional History	5	5
Sociology or Geometry	5	5
Music IV (Theory)	5	5

[3]Ibid p.35

Much freedom is left to individual schools relative to constants and variables. The typical constants are English and U.S. History, regardless of the curriculum offered.

In the smaller secondary schools French is found in all College Preparatory Curriculums and is required in the General Curriculum as an elective.

In both public and parochial secondary school systems French is offered for three years and designated as French I, II, III. French is sometimes found with the designation IV which must be interpreted as that offered in the twelfth year.

In the larger high schools French is included in the College Preparatory, the General, and Commercial Curricula. The following is a typical program of studies found in the above schools where French is a required and elective subjects.[4]

[4] Laws of New Hampshire, State Board of Education, (Concord N. H. Relating to Public Schools. Chapters 116-123. Public Laws, p. 22

This is a typical program of studies found in the larger public high schools showing the place of French in the different curriculums.

Year I	*P	Year II	P	Year III	P	Year IV	P
COLLEGE PREPARATORY							
REQUIRED		REQUIRED		REQUIRED		REQUIRED	
English	*5	English	5	English	5	English	5
Algebra	5	Geometry	5	Algebra II	5	U.S.History	5
Latin	5	Latin	5	Elect 2		Elect 2	
French	5	French	5	Latin	5	Chemistry	7
				Physics or		French	5
				Chemistry	7	Latin	5
				German 1st.	5	German-2d	5
				Mod. Hist.	5	Solid & Trig	5
						C.Lay & Econ.	5
GENERAL							
REQUIRED		REQUIRED		REQUIRED		REQUIRED	
English	5	English	5	English	5	English	5
Civics	5	Med.Hist.	5	Mod.Hist.	5	U.S.History	5
Algebra	5	Geometry	5	Phys.orChem.	7	C.Law-Econom.	5
ElectI		Elect 1		Elect I		Elect I	
Sewing	9	Biology or	7	German 1st	5	Chemistry	7
French	5	Cooking	8	Physiology &		German-2d	5
		French	5	Nursing	5	Home Org.	5
		Art - 1st	10	Art -2d	10	Art - 3rd	10
COMMERCIAL							
REQUIRED		REQUIRED		REQUIRED		REQUIRED	
English	5	English	5	English	5	English	5
Civics	5	Bookkeeping	5	Typewriting	5	U.S. History	5
Bus.Training	5	Typewriting	5	Elect 3		Elect 2	
Elect 1		Elect 2		Stenography	5	Sec.Of.Prac.	10
Algebra	5	Stenography	5	Bookkeeping	5	Clerk Office	
French	5	French	5	Phys.& Nurs	5	Practice	10
Sewing	9	Med.Hist.	5	Mod.Hist.	5	Chemistry	7
		Geometry	5	Physics	7	Home Organiz.	5
		Cooking	8	Art - 2d	10	Art - 3rd	10
		Art-1st	10			C.Law & Economics	5

*Periods per week.

This is a typical program of studies found in the smaller public high schools showing the place of French in the different curriculums.

ACAD.	COMMERCIAL	GENERAL
I.	I.	I.
English	English	English
Hist. of Civilization	Hist. of Civiliza.	Hist. of Civiliza.
General Science	Gen. Science	Gen. Science
Latin	Jr. Bus. Tr.	J. Bus. Tr.
II.	II.	II.
English	English	English
French I	Eur. History	(Geom. 36-37
(Geom. 36-37	Comm. Geog.	(Alg. 37-38
(Alg. 37-38	French I	French I
Latin II	(Geom. 36-37	Eur. History
Eur. History	(Alg. 37-38	Comm. Geog.
III.	III.	III.
English	English	English
French II	Typing & Sten.	(Geom. 36-37
(Geom. 36-37	(Econ.	(Alg. 37-38
(Alg. 37-38	(Bkkg. 37-38	(Chem. 36-37
(Econ. 36-37	(Geom. 36-37	(Physics 37-38
(Bkkg. 36-37	(Alg. 37-38	French II
(Chemistry 36-37	French II	Comm. Geog.
		Econ. 36-37
		(Bkkg. 37-38
IV.	IV.	IV.
English	English	English
U.S. History	U.S. History	U.S. History
(Econ. 36-37	Office Pr.	(Econ. 36-37
(Bkkg. 37-38	(Econ. 36-37	(Bkkg. 37-38
(Chemistry 36-37	(Bkkg. 37-38	(Chemistry 37-38
(Physics 37-38		(Physics 37-38
Latin IV		
Adv. Math.		

The minimum school year required by law is thirty-six weeks, but most of the schools throughout the state follow a thirty-eight week time schedule.[5]

The length of the periods in Grades 7 and 8 vary from thirty-eight to forty-eight minutes. In Grades 9 to 12 a minimum of forty minutes is required.

Curriculum Guidance has become an important function of the schools in New Hampshire, and the state suggests that pupils be guided carefully in their choices of curricular offerings:[6] Careful study of the cumulative records, results of intelligence and achievement tests, and trait ratings should be carefully made by the person responsible for assisting pupils at reaching more intelligent decisions about their elective courses. The teacher - advisor needs to be on her guard against disregard of individual abilities, interests, and needs and against recommending certain courses merely because of their prestige, due to notions of culture or to the social prominence of those in school who have elected such courses.

[5] Program of Studies, Nashua, High School, (Nashua, N.H. 1935-36) Unpublished

[6] Standard Program of Studies, State Board of Education, Concord, N.H. Fourth Edition, Part I Administration 1935 pp. 27-28.

Pupils who, according to the evidence assembled from abundant cumulative records, give little promise of success in a certain subject, should be permitted to study it only after written request of their parents and themselves. Moreover, a definite understanding should be had, in writing that admission to such work is only tentative for the period of a month or six weeks and that, if at the end of the trial period, the pupil fails to give evidence of ability to do the work, he will be transferred to some other subject in which he will be held responsible for making up the work missed. Individual records on intelligence tests, and marks in previous English courses reveal important evidence about the probability of success in a foreign language. Study of trait ratings may reveal certain emotional elements that will more than compensate for certain relative shortcomings in other items.

In the light of these above suggestions schools have made the following provisions:

1. Each pupil has a private interview with a councilor concerning his course of study.

2. He is then given a card to take home to his parent or guardian. The following is a sample and it is interesting to note the many combinations given with French.[7]

[7] Program of Studies, Nashua Junior High School, Nashua, N. H. (1937) Unpublished.

SAMPLE CARD.

For admission to Liberal Arts and Technology colleges:
English, Algebra, College Preparatory French, Latin.

For admission to certain colleges, state universities, normal schools and vocational training institutions:
English and Algebra and one of the following combinations:

Civics & College Preparatory French I
Civics & Latin
College Preparatory French & Practical Arts
College Preparatory French & Physiography
Latin & Physiography
Latin & Practical Arts
College Preparatory French & Business Training
College Preparatory French & Art
Latin & Business Training
Latin & Art

Non-college preparatory:
English and General Mathematics, and one of the following combinations:

Civics & Practical Arts
Civics & Physiography
Civics & General French
Civics & Business Training
Civics & Art
Practical Arts & Physiography
Practical Arts & General French
Practical Arts & Business Training
Practical Arts & Art
Physiography & General French
Physiography & Business Training
Physiography & Art
General French & Business Training
General French & Art
Business Training & Art

Please check the combination you wish to elect and return this card to your GUIDANCE TEACHER on or before --------

APPROVED.....
Parent

Despite the great freedom allowed in curriculum building by the State Board of Education, the superintendents and principals have used widely accepted curriculum practices in curriculum building. They have provided for child nature and youth, taken cognizance of present practice, interpreted present adult society, and respected the opinions and suggestions of authorities or specialists in curriculum making.

All parochial secondary schools make similar provisions for French. The parochial elementary schools controlled by French parishes in accordance with the state law must teach the following subjects in English:

Geography
History
Civics
Arithmetic
English
Spelling
Art
Music
Hygiene

The following studies are conducted in French:

Grammar
Spelling
Reading
Writing
Religion

The accepted practice relative to library facilities calls for departmental libraries which are made accessible to pupils at any time during the school day. To this end in the public schools some teachers are contributing their

own library books while in the parochial schools the church library is functioning through donations from the parishioners.

EXTRA - CURRICULAR PROVISIONS

Extra-curricular activities are not compulsory by state law but are strongly recommended by the state board. Provisions are made for extra-curricular activities in both public and parochial schools in New Hampshire. In some schools changes are made in the daily time schedule by shortening the periods for one day, therefore, adding an an extra period once a week for these activities.

These"social integrating activities"in the public schools are summed up as follows:

1. Assembly programs with variations such as:
   - (a) Films[1]
   - (b) Songs
   - (c) Dramatizations
   - (d) Folk Dances
   - (e) Costume Shows

2. Class room provisions.
   - (a) Library Corners
   - (b) Newspapers
   - (c) Victrola Records
   - (d) Illustrated Booklets
   - (e) Slides
   - (f) Bulletins
   - (g) Charts, Maps, Posters, Postal Cards, Medals.

3. French Clubs.
   - (a) Films
   - (b) Games
   - (c)Plays
   - (d)Lectures by visitors
   - (e)Music
   - (f)Writing for school publication

1. Educational Film Directory, Motion Pictures of the World, International Educational Picture, inc. 1937.

(g) Correspondence with French pupils
(h) Cross - word puzzles.

The parochial schools carry on the same extra-curricula activities in their schools. However, in elementary and secondary schools controlled by French parishes the following activities may be added:

1. Glee Club
2. Religious Societies
3. Church Choirs
4. Orchestras

As in other states the teachers of French are often assigned to rooms where other subjects are taught, making it extremely difficult for "relia" provisions. Conflicts such as these occur when lack of classroom facilities offer no other recourse.

In both systems the extra-curricular activities are developed to supplement the curricular program and to effect a complete realization of these educational objectives. [2]

1. To train pupils for desirable social and civic attitudes.

2. To motivate school work.

3. To stimulate interest in hobbies.

4. To encourage the development of desirable personality and character traits.

Considering the gaps which must be filled in; for example lack of money, time, objective data, educational philosophy, and proper co-ordination with the home, the schools as a primary institution are meeting the objectives.

[2] William C. Reavis and George E. Van Dyke Nonathletic

Extracurriculum Activities National Survey of Sec. Ed.
Bulletin 1932, No. 17 Monograph No. 26 Washington, D. C.
pp. 71 - 74 , 113-117.

IX QUALIFICATIONS OF TEACHERS.

The New Hampshire State Board of Education previous to 1936 did not have specific data on the qualifications of teachers. In order to secure this information, fifty letters were sent to representative high schools throughout the state where French is taught. Over ninety per cent of these schools co-operated and from their replies the following was compiled.

1. All the teachers were post-secondary school graduates and four held Master of Arts degrees.
2. Eighty percent of the teachers had majored in French.
3. Fifteen percent had minored.
4. The majority are continuing their studies in summer schools and many are taking advantage of the opportunities offered through travel.
5. The teaching experience ranged from one to twenty-three years with a median of eight.

Statistics taken from the files in the office of Superintendent of Parochial schools reveal the following:[1]

1. All teachers have graduated from post-secondary schools.
2. All have majored in French.
3. In the senior high schools the teachers have had at

[1] Data on Teachers, office of Diocesan Superintendent Hooksett, N. H. (1932-1936) Unpublished.

least ten years of experience and are continuing their higher studies through summer courses and extension courses.

4. In the elementary schools the experience varies from three to twenty years.

This information from representative schools proves that teachers in New Hampshire in both public and parochial secondary schools are well qualified to teach French.

In July 1936 the State Board of NewHampshire revised its laws and drew up new regulations which would govern the approval of teachers in the public schools of New Hampshire.[2]

Before these revisions were made, no minimum semester hours for the teaching of French were required by law. The appointment of a foreign language teacher was left to the superintendent with the approval of the state board.

The new regulations are as follows:

1. A graduate must have a minimum of twelve semester hours in French in an accepted post- secondary institution.

2. He must attain an average of 75 on examinations in the following subjects.

(a) State Program of Studies
(b) School Law

[2] New Hampshire State Board of Education, Regulations Governing bhe Approval of Superintendents Headmasters, Principals, and Teachers, (Concord 1936)

He may offer certified college credit for semester courses with three hours of credit in

1. Educational Pyschology
2. Methods (General or Specific)
3. Secondary Education or School Management

The subjects listed below are considered as work in Education.

1. Educational Sociology
2. Educational Psychology
3. Cadet Teaching
4. History of Education
5. New Hampshire State Law and Program of Studies
6. School Management
7. General Methods
8. Special Methods
9. Tests and Measurements
10. Introduction to Teaching
11. Guidance

Other subjects may be accepted as Education if the content clearly lies in that field.

All teachers of French in parochial secondary schools must meet these same requirements set down by the State board.

Teachers in elementary parochial schools are certified by the diocesan school office. Each teacher before taking up his or her duties in parochial schools must submit to the Diocesan Superintendent a detailed report of his or her educational background. It is then left to the diocesan official to judge concerning the competence of the teacher in compliance with the standards set up by the diocese for teachers.

X. TEXTBOOKS.

The French textbooks used in the public secondary schools of New Hampshire are listed below:

FRENCH I

GRAMMAR

1. Chapuzet and Daniels
   Mes Premier Pas en Français
   D.C. Heath, Boston

2. Grosjean
   The New Chardenal

3. Holzworth and Price
   Beginners' French
   D.C. Heath, Boston

4. Méras
   Le Premier Livre
   American Book C. Boston

READING

1. Daudet
   Le Petit Chose
   D.C. Heath & Co.

2. Dubrule
   Héros et Heroines de France
   Ginn & Co. Boston

3. Gueber
   Contes et Légendes
   American Book Co. Boston

4. Lazare
   Les Plus Jolis Contes de Fées
   Ginn, & Co

FRENCH II

GRAMMAR

1. Aldrich, Foster, Roulé
   Elementary French
   D.C. Heath, Boston

2. Carnahan's
   Alternate French Review
   Grammar & Composition
   D.C. Heath, Boston.

READERS

1. Ballard
   Short Stories
   D.C. Heath & Co. Boston

2. Bovée
   Aventures en Lecture
   Ginn and Co. Boston

3.
Le Petit Chardenal-Grosjean
Second Year Grammar
Allyn & Bacon

4.
Holzwarth and Price
Intermediate French
D.C. Heath & Co., Boston

5.
Méras
Le Second Livre
American Book Co., Boston

6.
Smith - Roberts
Language, Literature & Life
A Modern Foreign Language Program
Scott, Foresman, Chicago.

3.
Le Tour de la France
D. C. Heath

4.
Daudet
Le Petit Chose
D. C. Heath

5.
Dumas
La Tulipe Noire
D. C. Heath

6.
Guy de Maupassant
Huit Contes Choisis
D. C. Heath

7.
François
Fifteen French Plays
Allyn and Bacon

8.
Hugo
Les Misérables
Ginn & Co., Boston

9.
Labiche et Martin
Le Voyage de M.Perrichon
D. C. Heath & Co.

10.
Malot
Sans Famille
Ginn & Co., Boston

11.
Perrault
Les lunettes de Grand' maman
D. C. Heath

12.
Talbot
Histoire de France
Sanborn & Co., Boston

FRENCH III

GRAMMAR

1.
Fraser and Squair
New Complete French Grammar
D.C. Heath

2.
Morrison and Gauthier
A French Grammar
American Book Co. Boston

3.
Pargment
Initiation à La Langue Française
Henry Holt and Co.

4,
Pargment, M.S.
Exercises de Grammaire et de Composition
Macmillan Co.

5.
Pargment, M.S.
Le Français Oral
D.C. Heath & Co.

6.
Mann
Conversational French
D.C. Heath & Co.

READERS

1.
Balzac
Eugenie Grandet
Henry Holt, Boston

2.
Beaumarchais
Le Barbier de Seville
D.C. Heath & Co. Boston

3.
Maloubier
Le Retour des Soldats
Allyn and Bacon, Boston

4.
Méras
La France Éternelle
American Book Co. Boston

5.
Molière
Les Femmes Savantes
Henry Holt Co. Boston

6.
Racine
Athalie
Henry Holt, Boston

7.
Racine
Esther
Henry Holt, Boston

8.
Rostand
Cyrano de Bergerac
Henry Holt Co., Boston

9.
Sand
La Mare au Diable
American Book Co. Boston

The bilingual schools which constitute about two-thirds of the parochial schools in New Hampshire and that teach French in the elementary, as well as the secondary schools, use the same texts in the latter system as those found in the public schools. A list of texts used in the elementary bilingual schools is furnished.

GRADE I

READERS

1.
Rev. J.A. Charlebois, S.S.V.
Catéchisme préparatoire
à la première communion
Clercs de S.-Viateur
5199 rue S.-Dominique
Montréal.

GRADES II, III, IV.

1.
Catéchisme de Baltimore No. 1.
Benziger Brothers
26-28 Park Place
New York City

GRADES V, VI.

1.
Catéchisme de Baltimore No. II
Benziger Brothers
New York City

GRADES VII, VIII.

1.
Catéchisme de Baltimore No. III
Benziger Brothers
New York City

READERS

1.
Duplessy, l'Abbé E.:
Le Pain des petits: Explication
dialoguée du catéchisme
Pierre Téqui, Librarie
82, rue Bonaparte,
Paris, France.

2.
Gosselin, Mgr. David:
Le Code catholique
Imprimerie Franciscaine
Missionnaire,
Québec, Prov. de Q.

3.
Jouve, l'Abbé:
Le Catéchisme des petit et des grands
Librarie Beauchemin
Montréal, P.Q.

4.
Moisset, l'Abbé E.:
Le Catéchisme expliqué aux enfants
Rodez, Imprim. Cath.
29, rue de Bonald,
Paris, France.

5.
Professeur de Séminaire:
Abrégé de l'Exposition de la
Doctrine Chrétienne Cours élém.
Vve.-Ch.-Poussielgue,
15, rue Cassette,
Paris, France.

6.
Roy, E.C., prêtre:
Petit Catéchisme selon la Méthode Inductive
L'Action Catholique,
Québec, P.Q.

LIVRES DE REFERENCES POUR L'ENSEIGNEMENT AUX TOUT PETITS:

Catéchisme par l'Abbé Quinet

Catéchisme de mes tout petits.....Mlle d'Aubigny

L'Evangile des tout petits.....Mlle d'Aubigny

Le Don de Dieu.....Marie Fargues

Jésus et le petit Pierre.....Marie Fargues

La Voie.....Marie Fargues

La Vérité.....Marie Fargues

La Vie.....Marie Fargues

Catéchisme pittoresque.....M.l'abbé Germain

HISTOIRES:

Les Gloires de Marie.....S.Alphonse de Lig.

Les Nouvelles Bontés de Marie

LIVRES DE RÉFERENCES POUR L'ENSEIGNEMENT AUX PLUS AVANCÉS:

Catéchisme à l'école de Notre-Seigneur.....C. Bruel

Catéchisme de.....Quillois

Catéchisme de.....Spirago

Catéchisme de.....Mgr. Cauly

Catéchisme de.....Mgr. Gaume

Catéchisme de.....Vandépitte

NOTES D'UN CATECHISTE

Catéchisme de.....Constantin

Problèmes catéchistiques.....Constantin

Apologétique.....Duplessy

Apologétique.....Vandépitte

REVUES:

La Croisade Liturgique à l'école.....Dom Lefebvre

Le Bulletin paroissial.....Dom Lefebvre

Précis de Liturgie.....Fatien

HISTOIRE SAINTE

Histoire Sainte.....Baillargé

Histoire Sainte.....F.E.C.

Histoire Sainte.....F.I.C.

Histoire Sainte.....Archard

Histoire de l'Eglise.....C.N.D.

Histoire de l'Eglise.....Fatien

Histoire de l'Eglise.....Chantrel

Les Grands Faits.....Mathieu

Les Fastes de l'Eglise.....Le Leu

L E C T U R E

Lecture par la méthode phonique...Frères des Ecoles Chrétiennes

Première partie.
Deuxième partie

Lectures courantes.....F.E.C.

Lectures graduées.....F.E.C.

Lectures littéraires et scientifiques,,.....F.E.C.

Cours de lecture pour les différents degrés du cours.....Fr. Maristes

Lestures graduées.....M.l'Abbé Roch Magnan

Lectures littéraires.....F.E.C.

G R A M M A I R E

Langue française.....F.E.C.
1er, 2e, et 3e livres.

Code grammatical et préceptes littéraires.....,F.E.C.

Cours de langue française par....Une réunion de professeurs

Cours élémentaire
Cours moyen
Cours supérieur
Cours complémentaire

Cours de langue française.....Frères Maristes

Cours de langue française.....C.N.D.

Grammaire et exercices.....Robert

Dictées graduées.....F.S.C.

Exercices sur les participes par.....Clarisse Juranville

Leçons de style - Cours Complémentaire..Réunion de prof.

Leçons de style - Cours supérieur.....F.E.C.

Préceptes littéraires.....C.N.D. et F.S.C.

LIVRES PROFESSIONNELS

Baronne Staffe	La Correspondance dans toutes les circonstances de la Vie	26 rue Racine Paris
Congrégation Notre-Dame	Cours de Langue Française d'après la Méthode analytique.	Libr.Beauchemin 430 rue St. Gariel, Montréal
Croisad et Dubois	Cours de Langue Française, Crs. Elément. 2e Livre, Crs. moyen et supérieur	Libr.Beauchemin
Dalsace, R.	Livre unique de Grammaire	Libr.A. Hatier
Frères du S.-C.	La Rédaction Française pour les trois cours	684 rue Fullum Montréal
Grents, Mgr.	La Composition et le Style-Principes et Conseils.	117 rue de Renes Paris
Idola St.Jean	Récitations enfantines choisies, le Livre	Libr.Granger 32 rue N-Dame Ouest Montréal
L.Lebrun et J. Toisoul	Dictionnaire étymologique de la La Langue Française.	16 rue des Fossés Saint Jacques Paris.

MANUELS D'ELEVES

LECTURE

PREMIER GRADE

*Frères de l'Inst. Chrét.	Méthode de Lecture Phonétique	Procure des Frères de L'Inst. C. Laprairie
Frères des Ecoles Chrét.	Lecture Phonique 1ère Partie	Case postale 309 Montréal
Congrégation Notre-Dame	Le Premier Livre des enfants	Libr.Beauchemin 430 rue S.Gabriel Montréal.
Frères Maristes	Cours de Lecture Degré Préparatoire	Ibid.

DEUXIEME GRADE

*Frères de l'Inst. Chrét.	Méthode de Lecture	Ibid.
Frères des Ecoles Chrét.	Lecture Phonique 2ème Partie	Ibid.
Congrégation N-Dame	Le Deuxième Livre des enfants	Ibid.
Frères Maristes	Cours de Lecture 2ème Livret	Ibid.

TROISIEME GRADE

*Frères de l'Inst. Chrét.	Lecture courante, Cours élémentaire
l'Abbé J.R. Magnan	Lectures Graduées Degré Inférieur
Frères des Ecoles Chrét.	Lectures Courantes 2ème Livre
Frères Maristes	Cours de Lecture 2ème Livre

* Librarie Beauchemin ou Granger - Montreal.

QUATRIEME GRADE

*Frères de l'Inst. Chrét.	Lecture Courante Cours Moyen
L'Abbé J.R. Magnan	Lectures Graduées Cours Moyen
Frères des Ecoles Chrét.	Lectures Courantes 2ème Livre
Frères Maristes	Lecture - Cours Moyen

CINQUIEME GRADE

*Frères de l'Inst. Chrét.	Lecture Courante Cours Moyen
l'Abbé J.R. Magnan	Lectures Graduées Cours Moyen
Frères des Ecoles Chrét.	Lectures Graduées 3ème Livre
Frères du Sacré-Coeur	Lectures Graduées Cours Moyen

SIXIEME GRADE

l'Abbé J.R. Magnan	Lectures Graduées Degré Supérieur
Frères des Ecoles Chrét.	Lectures Graduées 3ème Livre

L A N G U E

*Frères de l'Inst. Chrét.	Cours de Langue Franç. Cours prép. moyen, supérieur.	Procure Laprairie
Frères du Sacré-Coeur	Grammaire Française Cours élém.moyen, supérieur	Procure 2240 rue Fullum Montréal

Frères des Ecoles Chrèt.	Lecons de Langue franç. Cours élém. moyen, supérieur	Procure 44 rue Cotè Montréal
Frères due Sacrè-Coeur	Mes premières Lecons de Rè-daction.	Procure

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A recent innovation had taken place in the parochial schools of New Hampshire relative to texts. Pupils in most schools are no longer expected to buy their own books. In schools maintained by French parishes, pupils rent the books for one year, and if at the end of the term, his book is returned in good condition, their money is refunded. This change retards any self-owning library of French books' however, judging from the longevity of texts loaned without cost, the system is justifiable.

From the teachers viewpoint on grammar texts the following favorable conclusions are cited.

1. Most authors are frank in the purpose of their edition. <u>They do not insure</u> mastery.

2. Verb treatments are clear and concise with excellent tables furnished.

3. Proper emphasis is placed on phonetics.

4. There is better psychological organization to meet localities.

Adverse criticisms are:

1. Teachers have to supplement too many lessons.
2. Illustrated material is often poorly presented.
3. Exercises lack continuity and sufficient review.
4. Vocabularies are not modern enough.
5. Reading is poorly correlated with the vocabulary.
6. Word counts and word groups should be emphasized more in the reading exercises.
7. Individual differences of pupils are poorly met.
8. They lack sufficient French background.
9. Books should be published in a series.

The texts listed reveal two procedures used to obtain the fourfold aim of reading, speaking, writing, and understanding the spoken language.[1] One procedure emphasizes the reading; the other the oral, but the reading holds first place at present.

In the parochial elementary school texts, religious readings are given much emphasis. This psychological effect on such content in texts is favorable and could easily be inserted with good results in secondary school texts without adverse sectarian criticisms.

[1] Instruction in Foreign Languages, Bulletin 1932 No. 17, Monograph No. 24 United States Dept. of Interior, Office of Education. p. 3

XI TRENDS

The outstanding feature in Education in the State of New Hampshire is the cordial relation existing between the public and parochial school systems. Parochial schools are accredited, their teachers licensed and certified, and their buildings and class room work inspected by officials from the State Board. Local health officers are performing similar duties in both systems. Free transportation is given to pupils attending parochial schools in some cities, for example Manchester, Dover, Littleton and Stewartstown. In some cities the practical arts shops in the public schools are made accessible to parochial school pupils free of charge. The earnest desire is expressed by all fair-minded school men that the same facilities will be extended to other localities.

Although the professional concepts of education differ in both systems according to their philosophy of education, the above relations are but stepping stones to further amiable procedures in visitations, conferences, and exchanges in all subjects.

A few public secondary schools have dropped French altogether, and the language is fast going out of the public junior high school curricula. School officials and teachers

recognizing the mortality rate at the end of the ninth year, are combatting this drop in enrollment by means of differentiated assignments, objective and achievement tests, proper guidance in choosing electives, better articulation where gradual changes in teaching and learning procedures are made from year to year, more freedom in choice of combinations, and avoidance of extreme specialization which should be left to higher institutions.

In the parochial schools the tendency is to add French to the curricula due to the large and increasing French population throughout the state.

The objectives in French indicate the change in order of attack on the fourfold aim in the secondary school, which in the old order was impossible to achieve in modern education due to the "New Fifty Percent,"[1] and to the fact that a very small percentage continue French in the second and third years.

The new aims[2] are stressing reading within the pupils interests, skills, and mental powers; a knowledge of grammar necessary to read with understanding; ability to pronounce correctly and use the language orally within the

[1] Butterfield, E.W. Junior and Senior High School Clearing House, Volume VIII No. 5, 1934 pp. 265 - 272.

[2] Coleman A. The Teaching of Modern Foreign Languages in the United States MacMillan Co. 1929 pp. 107 - 108.

limits of the classroom materials; and an historical, geographical, and political acquaintance of France. In the third year expansion in direction of the preceding year is emphasized. These new aims are also incorporated in the elementary school program where French is taught in Grades 1 - 6.

In April 1932 the College Entrance Examination Board revised its foreign language requirements which correspond closely to the new aims mentioned above.

The trend in methods is toward greater use of guidance data, visual aids, new type, achievement, prognosis, and progress tests, and departmental libraries, More and more emphasis is placed on the reading rather than on the oral work.

Educational leaders are recognizing the importance of articulation by extending the program to the supervision and guidance departments. The "8-4" plan is being replaced by the "6-2-4" and the "6-3-3" which indicates educational progressiveness.

There is a decided trend to include French as an elective in every curriculum with more combinations. The length of the daily period is becoming longer each year. In Nashua, New Hampshire, the period time allotment in the public schools will be extended seventeen minutes in the junior high school.

Great impetus is being given to extra-curricula activities. At present the expenses are met by the pupils, either by paying dues or by contributing their support to school social functions. These earnings are alloted to different subject departments. Through publicity, free from propaganda, and favorable state recommendations, the outlook for budget recognition in this phase of school offering is favorable.

The proclivity to set up more rigid teacher qualifications is a commendable one. Pupils in French classes will no longer be taught by teachers who have majored or minored in other subject fields. This also means that teachers will be working in an environment consistent with their calling or chosen career. Better training and teaching techniques will surely result.

Although New Hampshire, like other New England States, is "town government" conscious, the state is constitutionally asserting its authority in Education. Gradually, but with certainty, the functions of local public school boards will diminish to fewer non-essentials such as, supplies and locations of schools.

The tendency in the parochial schools is toward modified centralization. Here the bishop is head of all schools. He appoints a diocesan superintendent to organize education in the parochial system, and to represent him in

all matters pertaining to Education. Under the diocesan superintendent are Community Supervisors and Subject Supervisors. They are accountable to the superintendent who in turn is responsible to the bishop. The pastor in each parish is the head of his school and is answerable to the bishop.

Universal education has not been forsaken in New Hampshire. Autocratic European systems are finding no adherents in the democracy of this state. The many problems caused by the "New Fifty Percent" are being met with unceasingly. This undoubtedly can be interpreted to mean that French will not go out the way Latin and Greek have in both the public and parochial schools of New Hampshire.

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